



<b>Policy name:</b>	Behaviour
<b>Author(s):</b>	Lou Harrison Kirsty Jamieson
<b>Date written:</b>	January 2022
<b>Date ratified:</b>	
<b>Date amended:</b>	May 2023 (updated November 23)
<b>Next review date:</b>	May 2024

## Table of Contents

<b>Our Trust Behaviour Team and Roles &amp; Responsibilities</b>	<b>3</b>
The Governing Board (Trustees)	3
Headteachers	3
Staff	3
Parents	3
Pupils	4
<b>Underpinning Principles and Expectations</b>	<b>4</b>
Learning Behaviours	4
Behaviour Online	5
Online Bullying	5
<b>Our Behaviour Approaches</b>	<b>6</b>
Our Charter for Living and Learning	7
The Thrive Approach	7
The SWAN Framework	8
Pivotal Education	8
The 5-Point Scale	8
PSHE and Circle Time	9
RSHE	9
Positive and Negative Consequences	9
Intervention and Provision	10
Thrive Practitioners / ELSA / PSA	10
The Harbour Programme	10
Support from other professionals	10
<b>Prejudicial and Discriminatory Behaviour</b>	<b>11</b>
Reporting and Investigating Prejudicial / Discriminatory-Related Incidents	11
Bullying	11
<b>Safe Touch and Positive Handling Intervention</b>	<b>13</b>
Safe touch to support emotional development	13
Positive Handling Intervention	13
Use of Reasonable Force	13
Unsafe Touch	13
<b>Violence and Aggression</b>	<b>14</b>
Explosive or Aggressive Incidents	14
Harmful Sexual Behaviour	14
Our response to reports or concerns	14
Support for victims and perpetrators	15
<b>Suspension and Permanent Exclusion</b>	<b>15</b>
Suspension	15
Returning to School	16
Permanent Exclusion	16
<b>Role of the Governing Body (Academy Advisors)</b>	<b>16</b>
<b>Research and Development of Practice</b>	<b>17</b>



### Our Trust Behaviour Team and Roles & Responsibilities

In each school within The Trust, there is a designated Lead for Behaviour. They work alongside their Headteacher, Inclusion Lead and other staff to support children and staff within their school to adhere to this policy.

#### The Governing Board (Trustees)

The Trustees are responsible for monitoring the Behaviour Policy's effectiveness and holding the Headteachers to account for its implementation.

#### Headteachers

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

#### Staff

All staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

#### Parents

Parents are expected to:

- Support their child in adhering to the Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupils

Pupils are expected to:

- Follow class charters
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform / appropriate clothing at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## Underpinning Principles and Expectations

Throughout The Mead Trust, we strive to ensure children are happy and safe, and as a result ready to learn. We believe that children learn most effectively in a secure and caring environment, where everyone feels valued and respected.

High expectations for behaviour, including behaviours for learning, are based on the overriding principle of consideration and care for others and are maintained by the consistent implementation of our behaviour approaches and Behaviour Policy.

Relationships are at the heart of our approach. Calm consistent adults take a genuine interest in getting to know children as individuals. All adults model the relational and behavioural expectations in order that children see first-hand the impact of positive relational approaches.

Trusting relationships are paired with high expectations for all children. Adults care about, and believe in every individual child. As a result, they expect, encourage and support them to achieve their best.

Time is also taken to develop the physical and emotional environment within the classroom, and wider school, in order to enable children to feel safe, supported, valued and 'held in mind'. Adults support children to understand the simple rules and routines, which are relentlessly practiced and reinforced consistently. Our Charter for Living and Learning, underpinned by rights and responsibilities, captures our ethos and values.

Good behaviour is expected and positively reinforced through praise and recognition. Children are also supported to develop the skills that enable them to reflect on, and resolve, conflict or disputes. We are committed to developing children's self-discipline, and children are encouraged to take responsibility for themselves wherever possible, so that they can become independent, thoughtful and responsible adults. Our behaviour approaches outline our strategies for teaching and supporting children.

## Learning Behaviours

**Ready** for learning. **Respectful** of learning. **Safe** to learn from mistakes.

In our schools, we build trusting relationships and have high expectations for all children. We are about, and believe in, every child. As a result, we expect, encourage and support children to

achieve their best – not settling for anything else. Clear, high expectations in a safe environment, with trusted relationships, will ensure children strive to reach their potential.

The Characteristics of Effective Learning from EYFS provide a framework for the learning behaviours we model, teach and value throughout our schools. Our FREDICE Olympic and Paralympic values (from our Charter) are also embedded in our approach.

<b>Playing and exploring</b>	<b>Active learning</b>	<b>Creative/critical thinking</b>
<b>Curiosity</b> <ul style="list-style-type: none"> <li>• Ask questions of self and others</li> <li>• Crave a deeper understanding</li> <li>• Willing to investigate further</li> <li>• Interested and intrigued</li> </ul>	<b>Determination</b> <ul style="list-style-type: none"> <li>• Not giving up, keeping on trying</li> <li>• Being resilient</li> <li>• Being stuck means we are learning</li> <li>• Persistent in investigating</li> </ul>	<b>Connections</b> <ul style="list-style-type: none"> <li>• Thinking of their own ideas</li> <li>• Making links to prior knowledge</li> <li>• Recognising links across subjects</li> <li>• Noticing patterns</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Being the best we can be</li> <li>• Seeking self-challenge</li> <li>• Challenge for enjoyment rather than reward</li> <li>• Intrinsic motivation</li> </ul>	<b>Independence</b> <ul style="list-style-type: none"> <li>• Managing distractions</li> <li>• Concentrating on learning</li> <li>• Having a go first</li> <li>• Being organised</li> </ul>	<b>Resourcefulness</b> <ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Finding efficient methods</li> <li>• Using what is available</li> <li>• Being independent</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Using the environment</li> <li>• Build on own experiences</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Relationships and friendships</li> <li>• Equality</li> <li>• Negotiating and resolving conflict</li> <li>• Leadership</li> </ul>	<b>Creativity</b> <ul style="list-style-type: none"> <li>• Having new ideas</li> <li>• Thinking differently from usual</li> <li>• Reflecting and adapting</li> </ul>
<b>Courage</b> <ul style="list-style-type: none"> <li>• Taking risks</li> <li>• Trial and error</li> <li>• Leadership</li> </ul>	<b>Excellence</b> <ul style="list-style-type: none"> <li>• Aspire</li> <li>• Enjoying achieving</li> </ul>	<b>Inspiration</b> <ul style="list-style-type: none"> <li>• Showing particular interests</li> <li>• Stimulated and engaged</li> </ul>

## Behaviour Online

More information can be found in The Online and Digital Safety Policy.

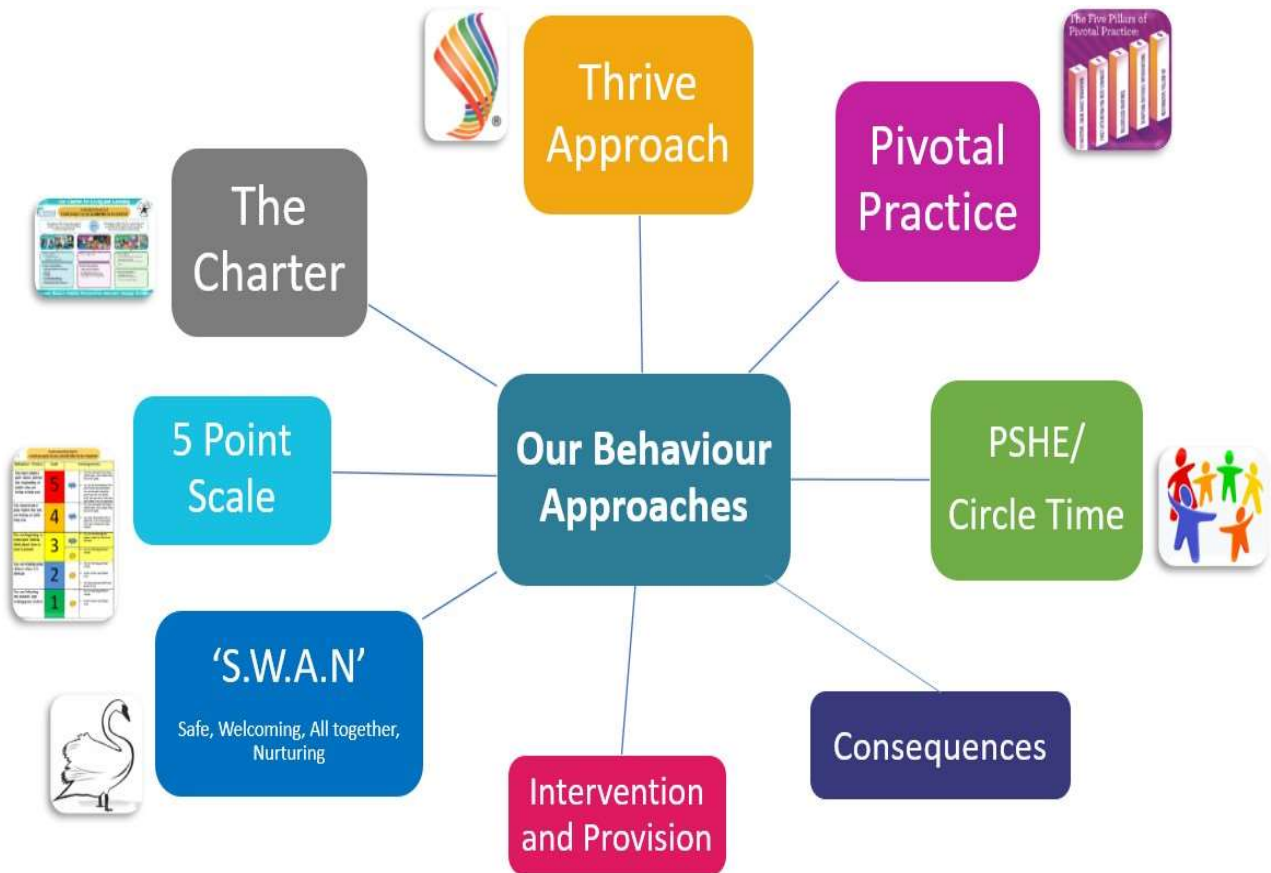
The principles and expectations which underpin this policy also apply to behaviour online (inside and outside of school). We expect, model and teach safe and respectful online behaviours through our PHSE and Computing Curriculum.

There is an acceptable use agreement for each Key Stage which outlines the expectations for online behaviours. This is shared and explained to children as part of their learning about being safe online.

## Online Bullying

More information about how allegations of bullying, including online bullying, are investigated and dealt with can be found in the Bullying section of this policy.

## Our Behaviour Approaches



Our Charter for Living and Learning



**Our Charter for Living and Learning**

**OUR GOLDEN RULE**  
Treat people as we would like to be treated

**Our purpose is to encourage, support and develop every child so that they reach their full potential**

**We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship**

**Ready • Respectful • Safe**

<p><b>Our Relationships</b></p> <p>We have a right to</p> <ul style="list-style-type: none"> <li>Feel safe and happy</li> <li>Belong</li> <li>Enjoy school</li> </ul> <p>We have a responsibility to</p> <ul style="list-style-type: none"> <li>Think kind thoughts and speak kindly</li> <li>Be gentle</li> <li>Be polite</li> <li>Be helpful</li> <li>Co-operate and collaborate</li> <li>Resolve problems peacefully</li> <li>Understand and celebrate difference</li> </ul>	<p><b>Our Learning</b></p> <p>We have a right to learn</p> <p>We have a responsibility to</p> <ul style="list-style-type: none"> <li>Take control of our learning</li> <li>Identify and solve problems</li> <li>Be creative and express our ideas</li> <li>Help, support and encourage others</li> </ul>	<p><b>Our Environment</b></p> <p>We have a right to</p> <ul style="list-style-type: none"> <li>A vibrant and exciting environment where we can flourish</li> <li>An environment that can be enjoyed by all</li> </ul> <p>We have a responsibility to</p> <ul style="list-style-type: none"> <li>Look after our school</li> <li>Take care of our resources</li> <li>Reduce, re-use and re-cycle</li> </ul>
---	--	---

**Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence**

Our Charter for Living and Learning is underpinned by the Unicef Rights Of The Child. The Charter recognises that all children have rights, and it encourages positive behaviour by also teaching children about their responsibilities. The Charter is displayed in classrooms and communal areas.

The Charter focuses on three aspects; Our Relationships, Our Learning and Our Environment.

The Rights and Responsibilities for each aspect are then detailed. This demonstrates that we all have rights, but also that we all have a responsibility to enable these rights for all.

Alongside our Charter for Living and Learning each class develops their own Class Charter. The children are included in the development of Class Charters allowing them to have ownership of what is included.

**The Thrive Approach**

The Thrive Approach is a specific way of working with all children that helps to develop social and emotional wellbeing, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable.

<https://www.thriveapproach.com/>



### The SWAN Framework

We use The SWAN framework; **Safe, Welcoming, All Together, Nurturing** are all words that easily ‘fit’ into our ethos, values and approaches. This provides key themes which run throughout our behaviour curriculum and approaches. The image of a swan is also appropriate - on the surface needing to be calm, confident and unruffled but underneath, sometimes paddling frantically, feeling a little uncertain.



#### **Safe**

Everyone needs to be safe – physically and emotionally.



#### **Welcoming**

Everyone needs to feel welcome.



#### **All Together**

Everyone is here, altogether for the children.



#### **Nurturing:**

Everyone needs an environment to feel safe, find their feet and thrive.

### Pivotal Education

The five pillars of Pivotal practice help to shape our approaches to managing behaviour in our schools. They provide a framework and are used alongside the other elements of our Behaviour Curriculum to ensure our approaches meet the needs of our children. The Five Pillars of Pivotal Practice:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

“You get more of the behaviour that you notice most”

### The 5-Point Scale







The 5-point Scale is a strategy that has been developed to reflect our practice in a visual way, making access simple and easy. The principle of the 5-Point Scale is an agreed numerical scale around any situation you may need support in. We have designed a scale that outlines behaviour choices and the consequences at that point on the scale. There are 5-Point Scales displayed in every class to remind children of their choices and the consequences of them.

The 5-Point Scale is adaptable and once the children understand its principles, it can be applied to a number of different situations. It can be used to support whole classes, or personalised to support individuals. It can be used to support individual children to recognise, explore and regulate emotions and behaviours.

What we do and say whilst using the 5-Point scale is important. To support the children to recognise and regulate their emotions and behaviours, ideas have been collated to ensure The Thrive Approach and Pivotal Practice strategies are embedded in what adults do and say.



When reflecting with children through restorative approaches, we use the 5-Point Scale. This supports them to understand where their behaviour choices were, and through discussion, begin to recognise the point at which they could have turned it around.

Behaviour Choices	Scale	Consequences	
<p>You have made a poor choice and are not responding to adults who are trying to help you</p> <p>You are not being ready, respectful or safe</p>	5		<ul style="list-style-type: none"> <li>You have disrupted learning or spoiled play, other people may be hurt or upset. You, or other people, may not be safe</li> <li>You will spend time away from your friends and classmates.</li> <li>You will need to think and help put right what has happened.</li> <li>You may miss playtime, or spend some time away from your friends and other children</li> </ul>
<p>You have made a poor choice but you are letting an adult help you.</p> <p>You are not being ready, respectful or safe</p>	4		<ul style="list-style-type: none"> <li>You have disrupted learning or spoiled play, other people may be hurt or upset.</li> <li>You, or other people may not be safe</li> <li>You will need to think and help put right what has happened.</li> <li>You may miss playtime, or spend some time away from your friends and other children</li> </ul>
<p>You are beginning to make poor choices - think about how to turn it around</p>	3		<ul style="list-style-type: none"> <li>You are not showing you are ready, respectful or safe</li> <li>You are not learning</li> <li>People might not want to be with you</li> </ul>
			<ul style="list-style-type: none"> <li>You are learning and have friends</li> </ul>
<p>You are making good choices when it is difficult</p>	2		<ul style="list-style-type: none"> <li>You are learning</li> <li>People want to spend time with you and be your friend</li> <li>You feel proud and others are proud of you</li> <li>You will be recognised; praise, stickers, or on the Recognition Board</li> </ul>
<p>You are being ready, respectful and safe.</p> <p>You are making good choices</p>	1		<ul style="list-style-type: none"> <li>You are learning</li> <li>People want to spend time with you and be your friend</li> <li>You feel proud and others are proud of you</li> <li>You will be recognised; praise, stickers, or on the Recognition Board</li> </ul>

Resources inspired by 'The Incredible 5 Point Scale', Buron & Curtis, 2004.

### PSHE and Circle Time

PSHE (Personal, Social and Health Education) is the foundation of learning in our schools. It underpins the teaching of all subjects and is an integral part of the whole curriculum, as it enables children to become healthy, independent and responsible members of society. We educate children to develop responsible attitudes and awareness of their personal safety so that they can grow into happy healthy adults. We teach them about rights and responsibilities. They also learn to appreciate what it means to be a positive member of a diverse, multicultural society.

### RSHE

More information about PSHE at the RSHE curriculum can be found on our Trust [website](#).

### Positive and Negative Consequences

Traditionally consequences are referred to as rewards and sanctions. The change of language to positive and negative consequences is important because children need to be supported in taking responsibility for their own behaviour. 'Rewards' and 'sanctions' are viewed as external measures applied 'to' them.

It is our aim that children understand that all choices have a consequence. The children are encouraged to make good choices and accept that the consequences of their behaviour maybe positive or negative.

Our aim when we use consequences is to support children to understand ‘what went wrong’ or where they could have ‘pressed the pause button’ and changed their choice. Any negative consequence should be paired with a discussion with the child about what has happened, how it could have been different and what might be done to put things right.



Consequences can be deferred – this does not mean that they are forgotten, or children ‘get away with it’. Children (and adults) may not be ready to talk through an incident straight away. This could be done later that day or even the following day.



The purpose of time out, or time away from their class, is to give children the chance to reconsider their behaviour choices and sometimes to give others respite. During this time, children are required to sit quietly (maybe focusing on a sand timer or calming activity). They are **not** standing in a corner or outside the room.

### Intervention and Provision

We recognise that all children have different strengths and needs, and may need support in different ways at different times.

#### Thrive Practitioners / ELSA / PSA

In each school there are trained Thrive Practitioners, and Emotional Literacy Support Assistants who support identified children 1:1, pairs or small groups where needed. There is also a named Parent Support Advisor.

#### The Harbour Programme

With the child at its heart, The Harbour Programme adopts an holistic partnership approach to supporting children with social, emotional, and mental health (SEMH) needs. The Harbour Programme is a multidisciplinary team who support children, families and schools across schools within Collaborative Schools Limited.



The programme is a collaborative approach bringing together information and views of key staff, parents/carers and the child themselves in order to have a greater understanding of a child. The Harbour Formulation and Review meetings are a key part of the reflective, solution focused approach.

[www.theharbourprogramme.org](http://www.theharbourprogramme.org)

#### Support from other professionals

We work in partnership with a number of other agencies to support the needs of the children in our schools (including Behaviour Support Service and Educational Psychologists). There are a number of different ways our schools may engage with other professions, for example, it may include observations, assessments and recommendations for a child; meeting with staff to reflect on strategies in place or working directly a child.

As part of Collaborative Schools Limited, we also use ‘The Inclusion Forum’, which is a solution focused professional forum to facilitate discussion around the needs and next steps for individual children.

## Prejudicial and Discriminatory Behaviour

In our schools, we recognise the importance of providing opportunity for all children to develop an understanding of what makes us special. Across all Key Stages, our curriculum provides opportunities to explore and learn about diversity and inclusion. This is through our PSHE, RSE and RE, but also embedded through other areas of the curriculum such as English, History and Geography.

We are committed to supporting all children and families feel welcome as part of our school community, and confidently tackle any incident of prejudicial or discrimination. In our schools, we create positive and inclusive environments that value diversity for all our pupils.

The Trust is committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting the role this plays in the moral and ethical choices they make in life.

Supporting policies can be found on the Trust [website](#). These include:

- Equality and Accessibility
- SEND
- Safeguarding

### Reporting and Investigating Prejudicial / Discriminatory-Related Incidents

Our schools take prejudicial / discriminatory-related incidents seriously and are committed to working closely with parents / carers to create a school environment which is nurturing, friendly and supportive for all our children. Our Trust has established a procedure for recording all incidents of prejudice-based incidents. These specifically include racial, homophobic and gender-based discrimination.

We do not tolerate any form of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an allegation be made, or incident occur, we will act immediately to investigate and prevent any repetition of the incident. We will do all we can to support both the victim and perpetrator.

## Bullying

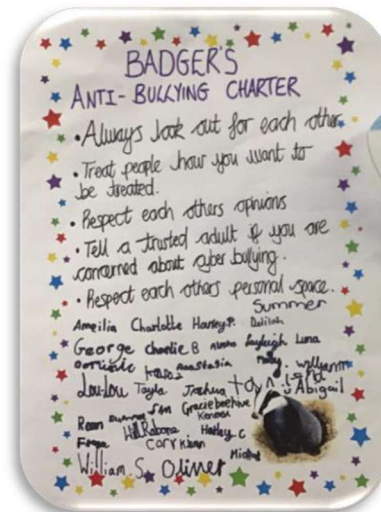
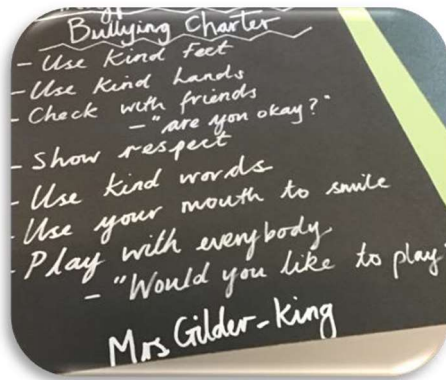


Bullying is defined by the Anti-Bullying Alliance:  
 “the repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)



Across The Mead Trust, we create a supportive climate in each school which values self-esteem and self-confidence. Bullying includes prejudiced based and discriminatory behaviours. **We make it clear that bullying will not be tolerated.** In order to promote an anti-bullying ethos in our schools, the children in each class create an Anti-Bullying Charter and sign up to the promises listed on it. Anti-Bullying Charters are also displayed in shared learning areas around the school such as the hall, intervention areas and staff areas. Anti-bullying posters in child-friendly language are also displayed in classes and communal spaces.



All schools in the Trust actively engage in the annual National Anti-Bullying Week.

We teach pupils how to constructively manage their relationships with each other and integrate some very effective anti-bullying strategies into our provision across the school. For example, co-operative group work, circle time, playground friends and through restorative approaches.

For children who aren't prepared to inform staff about their concerns, staff are vigilant and observe for signs of bullying, such as unwillingness to come to school, withdrawn isolated behaviour, and complaints about missing possessions. Staff will use their knowledge of pupils to identify changes in behaviour that might indicate bullying.



We follow a clear process of investigation if bullying is disclosed or observed. This process of investigation seeks to resolve the situation in a calm and mature manner, with the children seeking to find possible solutions.



## Safe Touch and Positive Handling Intervention

***“Touch is the vehicle through which we comfort one another and are comforted, via hugs or clasps of the hand.”*** Howard Cutler

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

### Safe touch to support emotional development

The Mead Trust adopts an informed, evidence-based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

### Positive Handling Intervention

Positive Handling or Restraint Interventions are appropriate when a child:

- Is hurting himself / herself or others (or is likely to hurt themselves and / or others)
- Is damaging property
- Is overwhelmed by their emotions and out of control, and all attempts to de-escalate and engage them have been unsuccessful

Identified staff are trained in de-escalation and positive handling holds, which equip them with the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring them down from uncontrollable states of hyper-arousal.

Such necessary interventions are fully in line with guidelines set out in the Government Document, ‘New Guidance on the Use of Reasonable Force in School.’ (DfE 1998) and ‘Use of Reasonable Force’ (2013).

### Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### Unsafe Touch

It is always unlawful to use force as a punishment and actions that inflict pain should never be used. This includes forcing children to comply when there is no deemed safety issue.

At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

Any touch that is considered invasive or which could be confusing, traumatising or experienced as eroticising in any way whatsoever, is unacceptable and should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

*Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006*

## Violence and Aggression

### Explosive or Aggressive Incidents

When a child is unable to regulate their emotions and behaviours, it is important to remember that they will be in a highly emotional state and often unable to think and respond rationally.

The main priority when there is an explosive, or aggressive, incident is everyone's safety and then to support the child to regulate their emotions and behaviours - often this is through co-regulation with a key adult. Examples of strategies may include: distraction, engagement in an alternative activity, planned ignoring (observing from a distance), being outside or in a different space. Adults must remain calm in order to support the child to co-regulate.

It is important to understand that consequences can be deferred, and if a dysregulated child is confronted, challenged or presented with consequences too soon, it may escalate the child further.

If the behaviours continue to escalate, and a crisis point is reached, ensuring everyone's safety (including the individual child) must be a priority.

### Harmful Sexual Behaviour

This section of the Behaviour Policy has been written with reference to the DFE document: *Sexual violence and sexual harassment between children in schools and colleges - September 2021*.

Harmful sexual behaviour including sexual violence and sexual harassment can occur online and face to face (both physically and verbally) and is never acceptable.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected, to inappropriate, problematic, abusive and violent. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors.

Harmful sexual behaviour will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, should always be challenged by staff and reported to a member of the leadership team.

### Our response to reports or concerns

Our schools will ensure that all incidents of sexualised behaviour, 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

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

Any concerns of sexualised behaviour will be recorded using CPOMs, which will alert the Designated

Safeguarding Lead (DSL) within the school. The DSL (along with the school leadership team) will investigate and respond to all concerns, or reports, of inappropriate / harmful sexual behaviour, including those incidents that have taken place outside of school, including online.

Our schools use the Hackett Continuum to provide support that helps to identify, understand and respond appropriately to sexual behaviours in young people. Where there is a trained practitioner, the Brook Traffic Light Tool is also used. Where necessary, support from other agencies will also be sought, including social care and the police.

#### Support for victims and perpetrators

All children involved in an inappropriate or harmful sexual behaviour incident require support whether they are the victim or perpetrator.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting harmful sexual behaviour. Nor should a victim ever be made to feel ashamed for making a report.

For perpetrator(s), any necessary disciplinary action is also paired with appropriate support. A child abusing another child may be a sign they have experienced abuse themselves or a sign of wider issues that require safeguarding support.

#### Suspension and Permanent Exclusion

This section of the Behaviour Policy has been written with reference to the DFE documents:

- Exclusions from maintained schools, academies and pupil referral units in England, September 2017
- School suspensions and permanent exclusions September 2021
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022

A decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension or exclusion.

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

- In response to serious breaches of the school's Behaviour Policy
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school

When establishing the facts in relation to a suspension or exclusion decision, the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The behaviour of a pupil outside school can be considered grounds for exclusion.

#### Suspension

A suspension is where a child is temporarily suspended from school. They are not permitted to be on the school site during the suspension, which may include parts of a day or whole days, or out in public between normal school hours for the first 5 school days of the suspension. Suspensions must not total

more than 45 school days in an academic year.

If a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension onwards. This may be arranged to take place at a different site including another school within The Mead Trust.

An **internal** suspension is where a child learns away from their class for a period of time. This may include playtime and lunchtime, and is often with a member of the school's leadership team. In addition to telephone conversations, a formal letter is sent to parents / carers and the incident is recorded. On occasions, internal suspension may be arranged to take place at a different site, including another school within The Mead Trust.

### Returning to School

After a suspension, support is given to the child to enable them to reintegrate successfully back into school. A range of strategies may be used depending on the needs of the individual child. There will be a reintegration meeting with parents / carers and a member of the Senior Leadership Team, part of which will clearly explain how the child will reintegrate back into school.

The purpose of reintegration is to:

- Ensure the child and parent feel valued and welcomed back to school
- Briefly review the incident - ensuring everyone understands the behaviours that were not OK and how they have affected others
- Validate their emotions and reflect on the what can help when they are feeling cross / upset / angry / sad
- Restorative approaches - consider how relationships might be repaired / rebuilt, what could be done to help 'fix' things
- Explain any changes to timetables, strategies or approaches that will be put in place

### Permanent Exclusion

Permanent exclusion means a child is no longer able to attend the school and will be removed from the roll. The local council must arrange full-time education from the sixth school day after a permanent exclusion. Paragraph 15 of the current guidance, "*Exclusion from maintained schools, Academies and Pupil Referral Units in England*" September 2012, states that the decision to exclude a pupil permanently should only be taken:

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

### Role of the Governing Body (Academy Advisors)

The Governing Body (Academy Advisors) has a duty to consider parents' representations about an exclusion. Members of the Academy Advisor Group / Trust board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent  
or
- It is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term  
or
- It would result in a pupil missing a public examination or national curriculum test

The requirements are different for fixed-period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, members



of the Academy Advisor Group / Trust board must consider within 50 school days of receiving the notice of exclusion whether, or not, the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

### **Research and Development of Practice**

Our schools continue to research and develop their practice; reflecting, evaluating and sharing the impact of new strategies and approaches.

We are currently exploring Walkthrus and Doug Lemov's Teach Like a Champion.