



# Lime Trust Behaviour Policy

**Handbook 2026**

## Your Guide to Using our Interactive Document



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# Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

## 1. Introduction

Good behaviour in schools is central to a good education. Lime Trust schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all learners to succeed personally.

### 1.1 Vision

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Learners can learn in a calm, safe, and supportive environment and where they are protected from disruption and where all learners can develop effective emotional regulation and behaviours that will help them to be happy successful citizens.

### 1.2 Purpose

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- To successfully create environments in which behaviour is good, and learners can learn and feel safe
- To have well-managed schools which create cultures where learners and staff flourish in safety and dignity
- To ensure Headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life
- To provide opportunities to train staff, ensuring they collectively embody their school culture, upholding the schools' behaviour policy at all times; to identify positive and encourage prosocial behaviour and respond to misbehaviour consistently and fairly
- To ensure learners are taught explicitly what good behaviour looks like. Some learners will need additional support to reach the expected standard of behaviour
- Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place
- To ensure consistency. When learners do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring



## 1.3 Policy Links

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This behaviour policy should be read in conjunction with the following Trust documents:

- Staff code of conduct
- Trust safeguarding statement
- Child protection and Safeguarding policy
- Special educational needs and disability policy

### Behaviour in Schools



### Keeping Children Safe in Education



### Screening, Searching and Confiscation



### Supporting learners at school with medical conditions



### The Equality Act 2010



### SEND Code of Practice



### Use of reasonable force



## 2. Roles and responsibilities

### 2.1 Trustees

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- Trustees are responsible for ensuring the Schools, Trust Team enact this policy. Scrutiny of behaviour data happens at Trust Board meetings, is included in the school Self Evaluation Form (SEF) and is reported to the Education Standards Committee. Where required trustees may be required to hear appeals against exclusions

### 2.2 Headteachers

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- Should ensure that the school has high expectations of learners' conduct and behaviour, which is commonly understood by staff and learners and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all learners to help them meet behaviour standards, making reasonable adjustments for learners with Special Educational Needs and Disabilities (SEND) as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and prompt, reasonable and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated learners are safe and feel secure and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

### 2.3 Senior Leadership Team

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- The school leadership team should be highly visible, with leaders routinely engaging with learners, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all learners to participate in creating the culture of the school



## 2.4 All staff

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- Staff have an important role in developing a calm, safe and positive environment for learners and establishing clear boundaries of acceptable pupil behaviour
  - Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy, so that learners can see examples of good habits and are confident to ask for help when needed
  - Staff should also challenge learners to meet the school expectations and maintain the boundaries of acceptable conduct
  - All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with learners
  - Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations
  - Staff should also receive clear guidance on the expectations of their own conduct at school
- See part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers.

## 2.5 Staff induction, development and support

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- School leaders plan for appropriate training which is required for staff to meet their duties and functions within the behaviour policy
- Induction training includes support to understand this handbook and how to use the systems for reporting and recording behaviours
- Schools should align all training with the
  - Initial Teacher Training (ITT) Core Content Framework
  - Early Career Framework (ECF)
  - NPQ's including National Professional Qualification in Leading Behaviour and Culture (NPQLBC)
- Schools will also plan for their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a learner's behaviour



## 2.6 Pupil transition and support

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### The role of learners

- All learners deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- Learners should be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture
- Learners should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support a shared understanding and the evaluation, improvement and implementation of the behaviour policy
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all learners at suitable points in the academic year
- Provision should be made for all new learners to ensure they understand the school's behaviour policy and wider culture
- Where necessary, extra support and induction should be provided for learners who are mid-phase arrivals

## 2.7 Partnership with Parents

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The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should:

- Be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture
  - Be encouraged to reinforce the policy at home as appropriate
  - Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents by:
- Keeping parents updated about their children's behaviour
  - Encouraging parents to celebrate learners' successes
  - Holding sessions for parents to help them understand the school's behaviour policy
  - Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
  - Reinforcing expectations at reintegration meetings



## 3. School Rules and Routines

### 3.1 Staff behaviour and expectations - Be Ready, Be Respectful / (Be Kind) and Be Safe

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff, to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour, with the support of parents. Where learners feel they are treated as valued individuals, they respect adults and accept their authority. Consistency in practice is:

1. Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
2. Consistent follow up: Ensuring 'certainty' at the classroom, faculty and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
3. Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
4. Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
5. Consistent, simple rules/agreements/expectations: Referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
6. Consistent respect from the adults: Even in the face of disrespectful learners.

7. Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
8. Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of a good school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

#### All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe, Kind'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every learning opportunity.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not following the policy



## 3.2 Responding to Positive Behaviour

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Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all learners. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Examples of rewards may include:

- Specific targeted verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies; positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity

## 3.3 Responding to Misbehaviour

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When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of learners and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so learners know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all learners can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- **deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all learners at the school
- **protection:** keeping learners safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk

- **improvement:** to support learners to understand and meet the behaviour expectations of the school and reengage in meaningful education

Learners will test boundaries, may find their emotions difficult to manage, or may have misinterpreted or not fully understood the rules. Learners should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls, ensuring that the action complies with the law relating to each category.



Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping Children Safe in Education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that learner's personal circumstances. The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.



### 3.4 Supporting learners following a sanction

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Following a sanction, strategies should be considered to help all learners to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the learner's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- enquiries into the learning difficulties or disability that may be impacting on the learner's understanding or ability to manage their behaviour or their capacity to communicate with peers or staff to avoid the behaviour
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate. Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.



### 3.5 Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents will involve schools adopting a range of initial intervention strategies to help learners manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping learners understand behavioural expectations and by providing support for learners who struggle to meet those expectations. Some learners will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Schools should have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- Frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units and engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills;
- where a school has serious concerns about a learner's behaviour, it should consider whether a multi-agency assessment such as an internal multidisciplinary meeting, an early help assessment or statutory assessment that goes beyond the learner's educational needs is required. (See guidance: Working Together to Safeguard Children).



## 3.6 Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Staff plan for a calm successful lesson., have lesson materials to enable all learners to understand, with access to the learning ensuring there is a level playing field at the outset.

### The reminder

A reminder of the expectations for learners to **Be Ready, Respectful / Kind, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:  
**30 second intervention**

- Gentle approach, personal, non-threatening, side on, eye level or lower
- State the behaviour that was observed and which rule/expectation/routine it contravenes
- Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
- Give the learner space and allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

### The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning
- Learner is given a final opportunity to reengage with the learning / follow instructions
- Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Where available an adult will escort the learner to a workspace outside the teaching room

**All time outs must be recorded on CPOMS**



## Restorative conversations

Restorative conversations at Lime Trust are a core part of repairing damage to trust between staff and learners. We ask the following questions:

- What happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship

Staff at school will take responsibility for leading Restorative conversations. Learners may have their behaviour monitored by teachers to show progress towards agreed targets.

## Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a trusted adult who will:

- Support and if necessary, facilitate the Restorative conversation between the member of staff and learner
- Develop an appropriate action plan with the learner
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct, agreed within the action plan, a verbal warning will be issued by a Senior Leader
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning
- All of these matters will be confirmed in writing and recorded on our Behaviour Data platform

## Restorative conference

- A restorative conference that takes a 360-degree view of the learner will be convened. This meeting will include the Teacher, Learner, Learner advocate (if requested), Parent/Guardian and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, curriculum, attitude, behavioural routines and personal organisation
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference, then the process moves to the final stage

## Formal meeting

A meeting with the teacher, learner and senior leader recorded on CPOMS with agreed targets that will be monitored over the course of two weeks.

A serious breach is an incident that may lead to a fixed term suspension. Alternatives to a suspension, where appropriate, include community service and payback.



# Strategies To Support Behaviour

## Family Support Worker

- Attendance support
- Workshops and coffee mornings
- Relationships with families
- Restorative Conversations
- Early Help Assessments
- Zones of Regulation and SEMH Support
- External Agencies

<b>Teaching Assistants and HLTAS</b>	<b>Support Staff</b> <small>(Including interventions staff, office staff, etc.)</small>	<b>Midday Supervisors</b>	<ul style="list-style-type: none"> <li>• Restorative conversations</li> <li>• Reinforce School Rules</li> <li>• Class Dojo</li> <li>• Zones of Regulation</li> </ul>
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<b>Class Teacher</b> <ul style="list-style-type: none"> <li>• Restorative conversations in break or lunchtime</li> <li>• Reinforce School Rules</li> <li>• Zones of Regulation</li> <li>• Class Dojo</li> <li>• Phone call home</li> </ul>	<b>SLT Phase Leader</b> <ul style="list-style-type: none"> <li>• Restorative conversations in break or lunchtime</li> <li>• Zones of Regulation</li> <li>• Phone call home</li> <li>• Meeting with parents</li> </ul>	<b>Reflection Room</b> <ul style="list-style-type: none"> <li>• Restorative conversations</li> <li>• Complete classwork</li> <li>• Zones of Regulation reflective tasks</li> <li>• Phone call home</li> </ul>	<b>SLT Deputy Head ASST Head</b> <ul style="list-style-type: none"> <li>• Restorative conversations in break or lunchtime</li> <li>• Working with SLT during lessons, break or lunchtime</li> <li>• Meeting with parents</li> <li>• Report Card</li> </ul>	<b>Head Teacher</b> <ul style="list-style-type: none"> <li>• Working with SLT during lessons, break or lunchtime</li> <li>• Meeting with parents</li> <li>• Fixed Term suspension</li> </ul>
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**Behaviour Panel and External Agency**

- **Prejudice-related incidents and extreme violence should be reported to SLT immediately**
- **safeguarding concerns should be reported to the DSL immediately**

## 4. Lime Trust Graduated Response to Behaviour

Behaviour Stage	Examples	Sanction	Action to be taken by school
0	<ul style="list-style-type: none"> <li>Breaking school dress code including jewellery/hair</li> </ul>	Reminder letter home from class teacher	Uniform letter sent home
	<ul style="list-style-type: none"> <li>In possession of mobile phone or device</li> <li>Bringing in items from home that are not sanctioned</li> </ul>	Confiscation	Office to send email asking parents to collect items at end of day
<b>Unsocial behaviour</b>			
1	<p><b>Low level disruption (one off or infrequent)</b></p> <ul style="list-style-type: none"> <li>Playing with equipment -rulers etc.</li> <li>Misusing equipment</li> <li>Not sitting properly on a chair</li> <li>Not sharing - snatching</li> <li>Shouting indoors</li> <li>Talking over others in class</li> <li>Calling out</li> <li>Not lining up following expectations</li> <li>Not following FANTASTIC walking routine</li> <li>Not following class routines as expected</li> <li>Throwing small items</li> <li>Refusing to tidy</li> <li>General swearing not directed</li> <li>Getting out of seat and wandering around the class without direction</li> </ul>	<p>Redirection by adult in charge of class</p> <p>An educational consequence may be appropriate e.g., if throwing small items, then child is asked to tidy the floor.</p>	Expected routines to be taught and learned before sanctions for not following them can be applied. These should be in place by the end of Autumn Term Week 2
2	<p><b>Repetition of above same day (or repeated over time)</b></p> <ul style="list-style-type: none"> <li>Playfighting at lunch or playtime</li> <li>Disrespectful e.g., huffing, shrugging, rolling eyes, inappropriate voice</li> <li>Lying</li> <li>Non-compliance to requests or instructions</li> </ul>	Restorative justice conversation - Private individual correction during playtime or lunchtime. 5 minutes – may include rehearsal of expected behaviour.	CPOMS Assign and alert class teacher and alert phase leader
3	<p><b>Repetition of above same day</b></p>	<p>Next break time fully missed</p> <p>Restorative justice conversation</p> <p>Parent informed</p>	<p>Contact parents</p> <p>CPOMS Assign and alert class teacher and alert phase leader</p>



## Difficult behaviour

<b>4</b>	<p>If Stage 3 has been reached x 3 over half a term, then this triggers the yellow sanction. <b>Immediate L4</b></p> <ul style="list-style-type: none"> <li>• Refusal to complete tasks or work</li> <li>• Swearing directed at a person</li> <li>• Offensive gestures</li> <li>• Name calling</li> <li>• Encouraging misbehaviour in others</li> <li>• Hiding other people's possessions</li> <li>• Stealing</li> <li>• Rough, dangerous or inappropriate play including during sporting activities</li> </ul>	<p>Rest of lunchtime and/ or next lunchtime missed (SLT)</p> <p>Restorative justice conversation</p> <p>After school meeting with parents &amp; Class Teacher</p>	<p>CPOMS Assign and alert class teacher and alert phase leader</p> <p>Class teacher logs notes from parent meeting on CPOMs.</p>
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## Dangerous or persistent anti-social behaviour

<b>5</b>	<p>Persistent stage 4 behaviour i.e. reached x 3 over half a term then this triggers the orange sanction <b>Extreme or persistent anti-social behaviour</b></p> <ul style="list-style-type: none"> <li>• Damaging equipment by reckless behaviour</li> <li>• Deliberate humiliation</li> <li>• Prejudice related comment or language (including racial or homophobic language)</li> <li>• Deliberately hurting another child e.g., kicking, hitting, pinching, biting, squeezing, or grabbing</li> <li>• Deliberate inappropriate touching of others</li> <li>• Persistent extreme evidenced anti-social behaviour</li> </ul>	<p>Behaviour/ pastoral support plan which includes consequences for misbehaviour</p>	<p>CPOMS Assign and alert class teacher and alert phase leader</p> <p>SLT log sanction and meeting notes on CPOMs</p> <p>EHA meeting with SENDCo.</p>
<b>6</b>	<ul style="list-style-type: none"> <li>• Attacking a pupil</li> <li>• Attacking member of staff</li> <li>• Persistent Stage 5 behaviour</li> <li>• Behaviour which puts themselves or others in imminent danger.</li> <li>• Deliberately and severely hurting another child e.g., Kicking, punching</li> <li>• Vandalism with intent</li> <li>• Violent or aggressive behaviour</li> <li>• Possessing a weapon in school (e.g., knife)</li> </ul>	<p>Suspension 0.5 – 5 days</p>	<p>Parents contacted immediately to remove child from school if appropriate &amp; Safe.</p> <p>Parents to attend reintegration meeting with Headteacher</p> <p>Suspension letter issued</p> <p>Report to Trust and Local Authority</p>

# 5. The Behaviour Curriculum

## 5.1 The aims of the behaviour curriculum

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Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and learners, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage learners to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. We believe that as learners practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then is not an act, but a habit." (1926)

The behaviour curriculum defines the expected behaviours in school. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, 'learners are expected to line up quietly'.

- Routines should be used to teach and reinforce the behaviours expected of all learners
- Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from learners should be made into a commonly understood routine
- These routines should be simple for everyone to understand and follow
- Adjustments can be made to routines for learners with additional needs, where appropriate and reasonable, to ensure all learners can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers
- Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour



## 5.2 Special Educational Needs and Disabilities (SEND)

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While this curriculum is for all learners it will be applied differently in different year groups depending on learners' ages and may be applied differently depending on individual learners' SEND needs. For example, learners who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.

## 5.3 Modelling culture - Teaching the curriculum

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- Good behaviours are explicitly taught and regularly refreshed to ensure all learners understand the expectations of them. The Lime Trust learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across the school
- The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects
- Learners should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Lime Trust Behaviour Curriculum is revisited with learners and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 6-part pedagogical approach and the ten 'Principles of Instruction' set out by Rosenshine, including regular quizzing to check and strengthen retention
- Teachers will also demonstrate these behaviours and ensure learners have many opportunities to practise these (particularly in the first few days of term). It is expected that all learners will know this content

The process for teaching behaviour explicitly is as follows:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to learners and continuously maintain the high standards we set. By doing so, we support each other to create a culture where learners feel safe and are able to learn in an optimised environment and where teachers are free to teach.

The below expectations are the key areas of our approach to creating a common understanding to behaviour and how young people are expected to behave within the Lime trust. These statements would be taken and lessons created from these that can be incorporated into PSHE lessons as a standalone lessons throughout the school day.





## 5.4 Maintaining culture

There are three overarching behaviour principles

<b>Be Ready</b> <b>Be in the right place at the right time</b>	<b>Be Respectful / Be Kind</b> <b>Treat others kindly</b> <b>Care for our school and everything in it</b>	<b>Be Safe</b> <b>Follow adult instructions.</b> <b>Walk calmly and quietly</b>
<ul style="list-style-type: none"> <li>• We arrive at school on time, every time</li> <li>• We get to lessons on time</li> <li>• We wear the correct uniform with pride and have the right clothes for PE and playing outdoors</li> <li>• We make sure we have the right equipment for the day</li> <li>• We take part fully in lessons and show resilience</li> <li>• We sit in ready to learn seats</li> <li>• We use magnet eyes to show the teacher we are ready</li> <li>• We respond quickly to adult hand up for attention to show we are ready to listen</li> </ul>	<ul style="list-style-type: none"> <li>• We always listen when an adult is talking</li> <li>• We always listen to learners in our class giving ideas and feedback using agree, build on and challenge</li> <li>• We are polite and show good manners to everyone</li> <li>• We respect difference and know we are all equal</li> <li>• We look after our equipment and share it</li> <li>• We look after our environment and never drop litter</li> <li>• We respect the law and the rules of school and society</li> <li>• We demonstrate our school values of RESPECT</li> </ul>	<ul style="list-style-type: none"> <li>• We follow instructions -first time, every time</li> <li>• We do not tolerate bullying of any kind</li> <li>• We walk not talk around our school</li> <li>• We walk in single file movement</li> <li>• We line up sensibly in register order</li> <li>• We know who to go to for help and support and how to ask for it</li> <li>• We stay safe online and outside school</li> <li>• We use equipment safely</li> <li>• We respond to 123 movement</li> </ul>



## 5.5 Our Learners

Our learners will be taught and know the following expectations and routines.

Respectful - Manners	Uniform	Assembly
<ul style="list-style-type: none"> <li>that you should always say 'please' when you are asking for something</li> <li>that you should always say 'thank you' when you receive something, or someone does something nice for you</li> <li>that you should let any waiting adults through a doorway before walking through yourself</li> <li>that you should say 'Good morning/ afternoon' to adults if spoken to</li> <li>that it is polite to give eye contact to the person you are talking to</li> <li>that it is important to show gratitude to others by thanking people for what they have done for you</li> <li>that if you respect someone, you have a good opinion of their character or ideas</li> <li>that being responsible means being able to be trusted to do the right things that are expected of you without supervision</li> </ul>	<ul style="list-style-type: none"> <li>that we wear full uniform, and it is worn correctly - shirts tucked in etc</li> <li>to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</li> <li>that we can wear a watch and no other jewellery</li> <li>to bring correct PE kit as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>that we enter/exit in silence and we walk into/out of the hall</li> <li>uniform is worn correctly (tuck shirt in etc.) on entry and exit</li> <li>the sitting space and in which order</li> <li>the expectations for sitting</li> <li>that we sit cross-legged with a straight back and hands still</li> <li>that we face the assembly leader and face forwards with eyes on the speaker</li> <li>that we use manners when speaking</li> <li>that we participate actively – singing etc.</li> </ul>

Moving around the school	Dining Room	Ready to Learn
<ul style="list-style-type: none"> <li>that we walk around school in silence</li> <li>that we walk in a straight line</li> <li>that we line up in our agreed line</li> <li>order</li> <li>that we are polite and courteous to adults / other children with a greeting</li> <li>that we open doors for others</li> <li>that we pick up litter, coats and resources if on the floor or untidy</li> <li>that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</li> <li>that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)</li> </ul>	<ul style="list-style-type: none"> <li>that we wash hands before eating</li> <li>that we use a quiet voice and talk to the children opposite or adjacent to them only</li> <li>that we line up – one behind the other, quietly</li> <li>that when eating, we stay in our seats facing our food</li> <li>that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1)</li> <li>that we chew with our mouths closed</li> <li>that we say please and thank you</li> <li>that we put our hand up for adult attention</li> <li>that we walk in the dining room</li> <li>know that if we have eaten a school dinner, we collect own rubbish and put it in the bin</li> <li>that if we have eaten a packed lunch, we put rubbish in the bin.</li> <li>that we clear away our table space, cutlery,</li> <li>plate, cup and leave tidy.</li> <li>that we ask an adult to leave the dining room</li> </ul>	<ul style="list-style-type: none"> <li>how to follow the stopping strategy:</li> <li>'when an adult puts their hand up, children stop what they are doing and put their hand up too</li> <li>that we have good sitting posture:</li> <li>ensure 6 feet on the floor</li> <li>Tummy Near Table (TNT)</li> <li>Bottoms in the Back of their Chair (BBC)</li> <li>that we keep our workspaces /resources tidy (before/during/after work)</li> <li>to be punctual</li> <li>how to be ready for the lesson e.g. had a drink, toilet break etc.</li> <li>that we walk to the line sensibly</li> <li>that we line up in the order displayed</li> <li>in the classroom</li> <li>that we place chair under the table when leaving seat</li> <li>know that we walk in a quiet, calm manner around the classroom</li> <li>know that we treat equipment appropriately and with respect</li> </ul>



Moving into the line (in class)	Lining up	Communal Areas
<ul style="list-style-type: none"> <li>that we follow the '1, 2, 3 approach':</li> <li>stand up</li> <li>move to the required place</li> <li>sit down</li> <li>that we line up in the order displayed in the classroom</li> <li>that we place the chair under the table when leaving the seat</li> <li>that we walk in a quiet, calm manner</li> </ul>	<ul style="list-style-type: none"> <li>that we place our arms by our side</li> <li>that we face forward</li> <li>that we stand with straight backs/good posture</li> <li>that we line up in silence</li> <li>that walk in single file</li> </ul>	<ul style="list-style-type: none"> <li>that we are respectful of the learning environment</li> <li>to take care of displays when lining up</li> <li>to place all litter in a dustbin and do not walk past</li> <li>to walk around school in a quiet, sensible manner</li> <li>that we pick up coats and place back on pegs/report to the class teacher</li> </ul>

Attendance and Punctuality	Playtime behaviour	Behaviour outside of school
<ul style="list-style-type: none"> <li>that you must try to attend school every day</li> <li>that you must try to arrive at school on time every day</li> <li>attending school on time every day is important so that you don't miss important learning</li> </ul>	<ul style="list-style-type: none"> <li>that you must walk from your classroom to the playground, 'walking not talking'</li> <li>that you must play safely without hurting anyone</li> <li>that we do not 'play fight' because we may hurt someone by accident</li> <li>that you must be kind, by including others in your games and sharing equipment</li> <li>that someone who is kind behaves in a gentle, caring, and helpful way towards other people</li> <li>that when called, you must line up in your lining up order quickly</li> </ul>	<ul style="list-style-type: none"> <li>that when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully</li> <li>that we should be considerate of other people arriving at and leaving school</li> <li>that being considerate means thinking about other people's needs, wishes and feelings</li> <li>that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting</li> <li>how to stay safe online and use technology sensibly and safely</li> <li>who to go to for help and support</li> </ul>



## 5.6 All adults in school

All adults in school will model and reinforce the following expected behaviours

Respectful - Manners	Uniform	Assembly
<ul style="list-style-type: none"> <li>that you should always say please when you are asking for something</li> <li>that you should always say thank you when you receive something, or someone does something nice for you</li> <li>that you should let any waiting adults through a doorway before walking through yourself</li> <li>that you should say 'Good morning/ afternoon' to adults if spoken to</li> <li>that it is polite to give eye contact to the person you are talking to</li> <li>that it is important to show gratitude to others by thanking people for what they have done for you</li> <li>that if you respect someone, you have a good opinion of their character or ideas</li> <li>that being responsible means being able to be trusted to do the right things that are expected of you without supervision</li> </ul>	<ul style="list-style-type: none"> <li>to ensure pupil uniform is correct at all times</li> <li>provide spare correct uniform, as appropriate</li> <li>how to engage with families when uniform is not correct</li> <li>how to understand what causes this and to break down barriers to wearing the correct uniform</li> <li>be understanding and fair, yet uphold the standards expected</li> <li>check uniform regularly, in line with the routines part of this document</li> <li>present themselves in appropriate dress, in line with staff policy</li> </ul>	<ul style="list-style-type: none"> <li>to verbally remind learners of expectations and praise learners for meeting them</li> <li>organise class into appropriate order in classroom</li> <li>ensure uniform is checked</li> <li>lead class into the hall and clearly indicate where learners are to sit (ensuring adequate space for other lines/learners)</li> <li>praise/remind learners for following expectations of sitting and participation</li> <li>remind learners to gain attention if necessary</li> <li>lead learners into assembly modelling expectations</li> <li>actively engage with assembly</li> <li>ensure orderly exit from hall and return to class.</li> <li>praise and reward as appropriate</li> </ul>

All adults in school will model and reinforce the following expected behaviours

Moving around the school	Dining Room	Ready to Learn
<ul style="list-style-type: none"> <li>Regularly remind class of expectations while moving through the school</li> <li>L-line the class up – establish a class order</li> <li>check smartness of learners before and after moving</li> <li>in instances of unwanted behaviour – stop the class and recap expectations</li> <li>be polite and courteous to adult/ other learners with a greeting and hold / open doors for one another</li> <li>praise and reward learners</li> <li>model manners and showing courtesy to others e.g.: holding doors open</li> <li>do not set off with a class/ group until all expectations are met. Including uniform and volume</li> </ul>	<ul style="list-style-type: none"> <li>check uniform on entry and exit of dining hall</li> <li>use trust attention signal (hands up)</li> <li>support and model to learners to use a knife and fork</li> <li>remind learners of expectations</li> <li>monitor the cleaning of plates and cutlery</li> <li>check and remind of manners</li> <li>check spaces as learners leave their eating place</li> <li>praise and reward for correct behaviour</li> </ul>	<ul style="list-style-type: none"> <li>stop learners using the agreed stopping strategy ( see above)</li> <li>establish, teach and model expectations</li> <li>greet learners and adults on entry to the room</li> <li>use clear instructional language</li> <li>be on time to each lesson</li> <li>be consistent in routines/ behaviour/ expectations</li> <li>ensure allocated places for learners – table/ carpet</li> <li>be organised and well prepared for the lesson;</li> <li>ensure resources are ready and accessible</li> <li>pencils sharp, dictionaries are available</li> <li>scaffolding available</li> <li>books and resources available on the table, other resources required for the lesson ready, supported and challenging activities etc</li> <li>ensure workspace/ classroom is tidy, including their own desk</li> <li>use transitional songs/ rhymes where appropriate</li> </ul>



All adults in school will model and reinforce the following expected behaviours

Moving into the line (in class)	Lining up	Communal Areas
<ul style="list-style-type: none"> <li>that we follow the '1, 2, 3 approach':               <ul style="list-style-type: none"> <li>stand up</li> <li>move to the required place</li> <li>sit down</li> </ul> </li> <li>ensure learners line up in order (register)</li> <li>that we praise or stop and re. enforce expectations as required</li> </ul>	<ul style="list-style-type: none"> <li>that we follow the '1, 2, 3 approach':               <ul style="list-style-type: none"> <li>stand up</li> <li>move to the required place</li> <li>sit down</li> </ul> </li> <li>ensure learners line up in order (register)</li> <li>that we praise or stop and reenforce expectations as required</li> </ul>	<ul style="list-style-type: none"> <li>ensure tidy workspaces includes their work area</li> <li>ensure all space outside of their classroom is clutter free</li> <li>pick up any rubbish and place in dustbin. do not walk past it</li> <li>ensure all displays are kept in good order</li> <li>pick up coats and put back on pegs/ report to class teacher</li> <li>praise/ reward/ prompt learners as required</li> </ul>

All adults in school will model and reinforce the following expected behaviours

Attendance and Punctuality	Playtime behaviour	Behaviour outside of school
<ul style="list-style-type: none"> <li>that you must try to attend school every day</li> <li>that you must try to arrive at school on time every day</li> <li>attending school on time every day is important so that you don't miss important learning</li> </ul>	<ul style="list-style-type: none"> <li>that you must walk from your classroom to the playground, 'walking not talking'</li> <li>that you must play safely without hurting anyone</li> <li>that we do not 'play fight' because we may hurt someone by accident</li> <li>that you must be kind, by including others in your games and sharing equipment</li> <li>that someone who is kind behaves in a gentle, caring, and helpful way towards other people</li> <li>that when called, you must line up in your lining up order quickly</li> </ul>	<ul style="list-style-type: none"> <li>that when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully</li> <li>that we should be considerate of other people arriving at and leaving school</li> <li>that being considerate means thinking about other people's needs, wishes and feelings</li> <li>that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting</li> <li>how to stay safe online and use technology sensibly and safely</li> <li>who to go to for help and support</li> </ul>



## 5.7 Our Parents

Our parents must:

Attendance and Punctuality	Uniform	Home learning and communication
<ul style="list-style-type: none"> <li>bring or send your child/children to school every day so that they don't miss important learning</li> <li>ensure your child/children arrive at school on time every day</li> <li>inform the school of any absence on the first day of absence and provide a reason</li> <li>ensure that all holidays are taken during School holiday time.</li> <li>if a child is absent for medical reasons, that where possible, evidence is provided</li> </ul>	<ul style="list-style-type: none"> <li>support learners to wear full uniform, and it is worn correctly - shirts tucked in etc.</li> <li>label all belongings (uniform, coat, bottle, etc) so that if they are lost, they can be easily returned.</li> <li>know that if belongings are not labelled and are lost, it is NOT the responsibility of the school to replace them.</li> <li>know that all outdoor clothing (coat, hats, gloves, scarves etc.) must be removed once inside the building and hung up appropriately</li> <li>know that learners can wear a watch and no other jewellery.</li> <li>know that learners must bring correct PE kit as appropriate.</li> <li>know that learners must not bring toys and other items from home into school (water bottle, coat, PE kit, packed lunch only)</li> </ul>	<ul style="list-style-type: none"> <li>check Class Dojo at least once a week for whole-school or class specific key messages</li> <li>read and support key school policies: Behaviour for Learning, Safeguarding, Anti-Bullying</li> <li>ensure payments are made via Arbor for school meals, afterschool clubs and trips and visits in a timely manner</li> <li>inform the School promptly of any change in contact details</li> <li>ensure that communication and emails are sent only to the school office email address, which can be found on the school website</li> <li>inform the School of any changes in circumstances that may affect their child's progress, behaviour or wellbeing</li> <li>attend meetings with staff, if required, to discuss their child's progress, behaviour or welfare</li> </ul>

Our parents will know and support the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Playtime behaviour	Dinner time	Ready to learn
<ul style="list-style-type: none"> <li>that you must walk from your classroom to the playground, 'walking not talking'</li> <li>that you must play safely without hurting anyone</li> <li>that we do not 'play fight' because we may hurt someone by accident</li> <li>that you must be kind, by including others in your games and sharing equipment</li> <li>that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>that when called, you must line up in your lining up order quickly</li> <li>support the School's authority to reasonably and fairly discipline students and work with the School to support their child's positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>that you will teach children we wash hands before eating</li> <li>that children should use a knife, fork and spoon to eat</li> <li>that when eating, they must stay in their seats facing their food</li> <li>that they must clean away their plates and cutlery</li> <li>that we use a quiet voice at the dinner table</li> <li>that we chew with our mouths closed</li> <li>that we say please and thank you by praising and rewarding for correct behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>when an adult puts their hand up, children stop what they are doing and put their hand up too</li> <li>that we have good sitting posture:</li> <li>Ensure 6 feet on the floor (chair and own legs)</li> <li>Tummy Near Table (TNT)</li> <li>Bottoms in the Back of their Chair (BBC)</li> <li>that we keep our workspaces /resources tidy (before/during/after work)</li> <li>to be punctual</li> <li>how to be ready for the lesson e.g. had a drink, toilet break etc.</li> <li>that we walk to the line sensibly</li> <li>that we line up in the order displayed in the classroom</li> <li>that we place chair under the table when leaving seat</li> <li>know that we walk in a quiet, calm manner</li> <li>around the classroom</li> <li>know that we treat equipment appropriately and with respect</li> </ul>



Our parents will know and support the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Manners	Our school values	Behaviour outside of school
<ul style="list-style-type: none"> <li>• that when speaking with adults and children on school premises you always say 'please' when you are asking for something</li> <li>• that it is important to show gratitude to others by saying 'thank you' to people for what they have done for you</li> <li>• that you should let any waiting adults through a doorway or gateway before walking through yourself</li> <li>• that you should say 'Good morning/ afternoon' to adults if spoken to</li> <li>• that it is polite to give eye contact to the person you are talking to</li> <li>• that if you show respect for adults in school even if you may not agree with their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Equity</li> <li>• Self-worth</li> <li>• Partnership</li> <li>• Enjoyment</li> <li>• Communication</li> <li>• Trust</li> </ul>	<ul style="list-style-type: none"> <li>• that when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully</li> <li>• that we should be considerate of other people arriving at and leaving school</li> <li>• that being considerate means thinking about other people's needs, wishes and feelings</li> <li>• that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting</li> <li>• how to stay safe online and use technology sensibly and safely</li> <li>• who to go to for help and support</li> </ul>



## 6. Special Educational Needs and/or Disability (SEND)

Schools should consider how a whole-school approach meets the needs of all learners in the school, including learners with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all learners. Schools with good behaviour cultures will create calm environments which will benefit learners with SEND, enabling them to learn.

Schools should consistently and fairly promote high standards of behaviour for all learners and provide additional support, where needed, to ensure learners can achieve and learn as well as possible.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.



Schools should consider whether a learner's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a learner's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.



# 7. The use of reasonable force - Restrictive Intervention Policy

## 7.1 Context

*Written in line with: Use of Reasonable Force and other restrictive interventions in schools 2025*

When using Restrictive Physical Intervention we operate within the PRICE framework. PRICE has 5 principles that we as a trust are guided by.

1. Always practice within a human rights and person-centred framework
2. Have an understanding and awareness of the needs of those being supported
3. Plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies
4. As a last resort, only use approved restrictive and non-restrictive techniques
5. Use reflective practice to change culture and reduce the use of restraint

*Taken from Positive Approaches to Challenging Behaviour Course content 2025- PRICE.*

Members of staff have the legal power to use reasonable force to prevent learners committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among learners. 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.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

A physical intervention is any use of force by one person against the force of another person. A physical intervention should only be used rarely and as a last resort, but when it is, adults should ensure that the learner is safe, and the adult supporting is calm. Appropriate touch should be used such as physical prompts and guiding, giving support, supplying reassurance or in play. The term physical intervention does not extend to these situations. Staff should not be inhibited in providing such contact when it is professionally appropriate to do so.

Any physical intervention should always be in the best interest of the learner and non-aversive, for the shortest amount of time possible and using the least amount of force necessary. Where restrictive physical interventions are concerned, there are clear guidelines from central government regarding the use of **reasonable force**. All members of school staff have a legal power to use reasonable force, as well as 'people whom the Headteacher has temporarily put in charge of learners such as unpaid volunteers or parents accompanying students on a school organised visit'.



## 7.2 Terminology

### Reasonable force:

Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

### Restrictive interventions:

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

### Restraint:

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

### Restraint and Restrictive Intervention are used interchangeably and refer to:

- planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and
- the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so)

'Force' is divided into two categories – **control and restraint**.

1. **Control** refers to either passive or physical contact, for example, blocking a learner's path to a busy road (passive) or leading a learner by the hand away from a situation (active).

2. **Restraint** refers to physically engaging with a learner as part of any necessary measures in order to bring a situation under control.

The starting point for any approach to supporting learners who are engaging in behaviours that may challenge is for a resolution to be obtained without the need for restrictive physical interventions, be they related to control or restraint; interventions that do not require physical interventions are desirable because they are ultimately more sustainable and dignified.

The use of force is reasonable if it is *appropriate to the consequences it is intended to prevent and necessary*. This means that the degree of force used should be no more than is needed to achieve the desired results, Restrictive Physical Intervention should be used with the minimum amount of force for the least amount of time. Physical interventions should only be used as a last resort when staff have **GOOD** grounds for believing that immediate action is needed to prevent learners:

- committing an offence,
- injuring themselves or others,
- damaging property
- to maintain good order and discipline at the school or among learners

Physical restraint should BE USED:

- Rarely and as a last resort.
- When all possible alternatives have been considered
- As part of a Total Communication approach.
- As part of a 'total response' to the learner's behaviour (i.e., not in isolation) and with unconditional positive regard.
- When the purpose of physical restraint is to restore safety
- When it can be justified as a reasonable and responsible way of responding to a learner's behaviours that may challenge
- When it can be justified as being in the paramount interests of the learner and/or when the learner is considered to be in immediate danger of harming self or others



- By staff who have completed PRICE training in positive behaviour support and who are conforming to the guidance set in the school behaviour management policy
- However, any staff member can use restrictive physical intervention as stated above if it is reasonable, proportionate or necessary to keep the learner safe
- In extreme circumstances (e.g. possession of weapons) it will be necessary to inform the Police / appropriate external agency

In cases when the school is aware that a learner is likely to behave in a way that may require physical restraint (i.e. if restraint has been needed on 1 occasion, or if records show restraint is likely to be needed), behaviour support plans/Digital passports will be made which address:

- strategies for de-escalating the problem
- ways of managing the learner e.g. strategies, correctly named holds to be used
- informing parents and establishing an agreement with families about specific action to be adopted
- briefing staff to ensure they are clear about strategies
- ensuring additional support can be summoned if appropriate
- these should be kept within Digital passports / Behaviour Support Plans
- opportunities for learners and staff to de-brief after an incident
- review timescales should be added to positive support plans
- appropriate stakeholders informed such as respite provisions

Physical Interventions may be carried out by teaching staff and other designated members of staff who have been appropriately PRICE trained. However, any staff member can use restrictive physical intervention as stated above, if it is reasonable, proportionate and necessary to keep the young person safe.

These arrangements apply at all times when the school has responsibility for learners and extend to times when learners are at after-school clubs or are off-site on educational trips.

The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.

In an emergency situation, if a learner was at immediate risk of causing serious harm to themselves or others, any member of staff is able to intervene to ensure the safety of the child and others. An Emergency should be called, and PRICE trained staff should support as soon as possible.

## 7.3 Procedures

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- If appropriate, the learner will be clearly told that you are going to take physical action before that action ensues
- Any action must be carried out swiftly and calmly, so the learner does not become more stressed
- Adults are to remain calm and if needed, request assistance or support from other members of staff. This may include relieving adults from the situation, retrieving known calming items for the learner, or requesting support from senior staff members
- Two or more adults should be present during the use of restraint
- In every case, the least amount of force for the shortest period of time is used to ensure the safety of the learner and staff
- The learner should be repeatedly offered the opportunity to exercise self-control, and the restraint should stop at the earliest opportunity



- A behaviour outburst is naturally best dealt with by the demonstration of calm, unthreatened and unthreatening concern, and the assumption of total control by the caring adult, according to the Trust value of unconditional positive regard
- As soon as possible the learner should be removed from general circulation. Isolation can be calming, and the removal of other learners is usually beneficial. Professional judgement should be employed to use the most suitable location
- All incidents where a physical intervention is used are to be recorded on CPOMS/ Behaviour Watch as detailed below. No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the learner
- Staff must avoid touching or holding learners in ways that could be construed to be abusive (ref. Child Protection Policy)
- Staff who are confident and prepared to restrain, when necessary, will be PRICE trained. A record of their certificate will be kept at Trust level. Staff who are not trained should not restrain learners, unless in an emergency where not to act would endanger themselves or others

## 7.4 Recording incidents

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- All incidents when a physical restraint is used is recorded before the end of the day and the Headteacher, notified
- All incidents should be recorded on the **CPOMS**
- Any staff injuries sustained will be recorded separately on Accident Book (Evolve) or in accordance with Health and Safety procedures
- Parents/Legal Guardians will always be informed in writing of any incident with their child involving the use of restrictive interventions and will be given an opportunity to discuss the incident. How and when parents are informed is the decision of the Headteacher. Children's Social Care, The Virtual School will need to be contacted if there is a Social Worker involved with the family
- If a learner has had to be restrained a positive handling plan will then be written for that child and shared with their parents. The learner's Digital Passport / Behaviour Support Plan will also be reviewed
- This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community

## 8. Suspension and permanent exclusion

All learners are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

### 8.1 Suspension or Permanent Exclusion

Any decision made relating to a suspension or exclusion should be taken in line with the table below. Lime Trust requires headteachers to consult with the Director of Education or CEO before any decision is made. This is intended to ensure proportionate response.

### 8.2 National standard list of reasons for exclusion

The DfE has produced a national standard list of reasons to be used when reporting exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

- **Physical assault against pupil** includes fighting, violent behaviour wounding, obstruction and jostling
- **Physical assault against adult** includes violent behaviour wounding, obstruction and jostling
- **Verbal abuse/threatening behaviour against pupil** includes threatened violence, aggressive behaviour swearing, homophobic abuse and harassment verbal intimidation, carrying an offensive weapon
- **Verbal abuse/threatening behaviour against adult** includes threatened violence, aggressive behaviour swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- **Bullying** includes verbal, physical, homophobic bullying, racist bullying
- **Racist abuse** includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying racist graffiti, sexual misconduct includes sexual abuse
- **Sexual assault** sexual harassment, lewd behaviour, sexual bullying and sexual graffiti
- **Drug & Alcohol related** includes possession of illegal drugs, inappropriate use of prescribed drugs drug dealing, smoking / vaping, alcohol abuse and substance abuse
- **Damage** includes damage to school or personal property belonging to any member of the school community: vandalism, arson and graffiti
- **Theft** includes stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property
- **Persistent disruptive behaviour** includes challenging behaviour, disobedience, persistent violation of school rules
- **Other** Includes incidents which are not covered by the categories above, but this category should be used sparingly.



## 8.3 Reintegration

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Schools should have a strategy for reintegrating learners following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, learners, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

## 8.4 Managed moves

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A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a learner's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the learner's best interests.

## 8.5 Pupil Support Units / Alternative Provision

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A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons / respite
- as a final preventative measure to support learners at risk of exclusion
- In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate learners into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's behaviour policy

Schools should ensure they are:

- referring learners based on their needs, including sharing information on previous behaviour incidents with multi-agency partners, if appropriate, and consulting with parents on the pupil support unit placement;
- delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum and supports reintegration. The curriculum can be personalised to address specific support needs individual learners may have;
- maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school;
- deploying staff with the appropriate skills set to the pupil support unit so learners can be supported with their behaviour and learning needs to ensure effective impact and progress;
- reviewing reintegration plans at regular intervals; and
- actively involving learners and parents in reintegration discussions.
- Home schools should actively monitor the progress of all learners in pupil support units, including those attending a unit at a different school
- Home schools should consider the distance and transport to the host unit when a pupil is attending a pupil support unit in a different school to the home school. This may involve collaborating with the local authority when the pupil is eligible for free home-to-school travel



## 9. Searching and confiscation

This is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. It outlines the

- policy and legal powers the school has for searching learners
- powers the school has to seize and then confiscate items found during a search

### Searching

- Searching can play a critical role in ensuring that school is a safe environment for all learners and staff. It is a vital measure to safeguard and promote staff and learner's welfare, and to maintain high standards of behaviour through which learners can learn and thrive
- The headteacher and staff have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for
- Under common law, school staff have the power to search a learner for any item, if they agree. The member of staff should ensure the learner understands the reason for the search and how it will be conducted so that they are able to give informed consent
- Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the learner is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying learners who may benefit from early help or a referral to the local authority children's social care services, in accordance with the school's safeguarding duties

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Mobile Phones
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- When exercising their powers, the school will consider the individual needs or learning difficulties of learners and make reasonable adjustments that may be required including:
  - Have any reasonable adjustments been made, (including previously established reasonable adjustments);
  - Does the policy require to be adjusted in the individual circumstances of the student;
  - Does the disability mean that communication needs to be addressed differently?





## The role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff

- Only the headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the headteacher can carry out a search. The headteacher can authorise individual members of staff to search for specific items, as set out on page 18
- In the absence of the headteacher, a member of the SLT and/or the designated safeguarding lead (or deputy) can authorise individual members of staff to search for specific items, as set out on page 18
- Members of staff should immediately involve the headteacher, SLT, designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk
- If the headteacher, SLT, designated safeguarding lead (or deputy) find evidence that any learner is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the learner who has been searched to assess the incident against potential wider safeguarding concerns

## Before Searching

The member of staff should always seek the co-operation of the learner before conducting a search. If the learner is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction

- are unaware of what a search may involve or
- have had a previous distressing experience of being searched

If a learner continues to refuse to co-operate, the member of staff may sanction the learner in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.



## During a Search

**Where** - An appropriate location for the search should be found. Where possible, this should be away from other learners. The search must only take place on the school premises, or where the member of staff has lawful control or charge of the learner, for example on a school trip.

**Who** - The law states that the member of staff conducting the search must be of the same sex as the learner being searched. There must also be another member of staff present as a witness to the search, also of the same sex.

**The Extent of the Search** - A member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers. The person

conducting the search must not require the learner to remove any clothing, other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the learner has, or appears to have, control - this includes desks, lockers and bags. A learner's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

## After a Search

- Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ties) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the learner is suffering, is likely to suffer harm and/or whether any specific support is needed
- Where this may be the case, staff will follow the school's child protection policy and speak to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

## Recording Searches

- Any search by a member of staff for a prohibited item, listed on page 18, should be recorded in the school's safeguarding reporting system, CPOMS, including whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required. The member of staff recording the incident on CPOMS will need to include the following after each search:
  - the date, time and location of the search
  - which learner was searched
  - who conducted the search and any other adults or learners present
  - what was being searched for
  - the reason for searching
  - what items, if any, were found
  - what follow-up action was taken as a consequence of the search



## Informing Parents

Parents should always be informed of any search for a prohibited item, listed above, that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

## Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

- poses a risk to staff or learners
- is a prohibited item, as outlined on page 1
- is evidence in relation to an offence

## Prohibited or Illegal Items

- Controlled drugs must be delivered to the police as soon as possible, unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such and deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the police
- Where a person conducting a search finds alcohol, cigarettes, tobacco, cigarette papers, vapes or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the learner
- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable

The member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In considering the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items, such as pencil cases, though school staff may judge it appropriate to contact the

police if the items are valuable;

- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm and
- whether the item can be disposed of safely
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence, or to cause personal injury or damage to property, should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of

The member of staff should consider all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In considering all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police



## Electronic Items

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk
- If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images
- When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Where reports of this nature are made, Lime Academy Hornbeam will follow the principles as set out in the Keeping Children Safe in Education statutory guidance
- The UK Council for Internet Safety also provide the school with guidance on how to support school staff and Designated Safeguarding Leads with regard to sharing nude and semi-nude images: advice for education settings working with children and young people
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then this must be delivered to the police as soon as is reasonably practicable

## Mobile phones

As a school, we recognise that in Year Six mobile phones may have a part to play in securing learners' personal safety before and after school and on journeys to and from school. Moreover, a ban would not be consistent with the aim of developing a culture of responsible use of a mobile phone and other digital devices by learners. Our expectation is that in all other year groups, learners will be collected by an adult or responsible person. **Only children who are walking to and from school alone should bring in their phone. If you are going to be collecting your child, then please ensure your child's phone is left at home.** If a learner needs to contact his/her parents/guardians, they will be allowed to use a school phone. If parents need to contact children urgently, they should phone the school office, and a message will be relayed promptly. Learners will not be allowed to take mobile phones on school trips.

### Procedures

Parents of Year Six learners will need to sign and return the Mobile Phone Policy Permission Agreement. With consideration to this, it is to be made clear to parents that where they have been given permission for their child to bring a mobile phone to school, they do so entirely at their own risk. The school accepts no responsibility for any loss or damage whilst the device is on school premises.



## Learners

Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used for any purpose on school premises or during off-site school activities (such as swimming or sports). The phone should be clearly labelled with their name and given to their class teacher as soon as they arrive in school. The mobile phones will be returned to the children as they leave the school site. Under no circumstances should there be access to phones during the school day or should they be left in learners' bags or coats. Mobile phones brought to school without permission will be confiscated and must be collected by the parent. If policy is not followed, the school may inform the parent and the pupil that the mobile phone may not be brought onto the school premises until further notice. In some cases, learners may be banned from bringing their phones to school.

## Inappropriate use of a Mobile Phone

If a pupil is found taking photographs or video footage with a mobile phone of either learners or teachers, this will be regarded as a serious offence and a member of the Senior Leadership Team should be involved from the outset. If images of other learners or teachers have been taken, the phone will not be returned to the pupil until the images have been deleted. The parent/guardian will be contacted by a member of the SLT. If this is not possible, then a letter will be sent notifying them of the seriousness of this action. In the rare circumstance that there is evidence of harassment and/or bullying, the phone or digital device should be confiscated, retained in a secure place by an appropriate member of staff, taking care not to delete any images or recordings which could be used as evidence.



# Mobile Phone Permission Agreement

## Parent/ Carer,

- I have read and understand the Mobile Phones Policy of Lime Trust
- I agree to abide by the conditions set out in the school policy
- I understand that mobile phones must be switched off on school premises
- My child will switch the phone off and hand it to their class teacher as soon as s/he arrives in school. The school will take care of the phone once it has been handed in, but it will only accept phones on the understanding that it will not be held responsible for theft, loss or damage to the phone whilst it is in their care. Parents must ensure that the phone is covered at all times by their own insurance
- I understand (4 above) and agree that I will not hold the school responsible for loss or damage to the phone whilst it is in their care
- I will ensure there are appropriate parent controls on the phone that restrict it from access to unsuitable and inappropriate websites. I will ensure that those controls are switched on and I will check the phone before it is taken into school to see that it has only been used appropriately and contains no unsuitable or illegal content in its memory

Child/ren's Name	
Child/ren's Class	
Parents Name	
Signature	
Date	



# 10. Behaviour outside of school premises

Schools have the power to sanction learners for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction learners for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

The decision to sanction a learner will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## Behaviour Incidents Online

The way in which learners relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

Lime Trust recognises that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including

- bullying
- the use of inappropriate language
- the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour



# 11. Guidance on specific behaviour issues

## 11.1 Child-on-child abuse, sexual violence and sexual harassment

Following any report of child-on-child abuse or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) – especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Schools should:

- be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that learners whose behaviour falls below expectations will be sanctioned
- make clear to all staff the importance of challenging all inappropriate language and behaviour between learners
- never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up
- advocate strenuously for high standards of conduct between learners and staff; they

should demonstrate and model manners, courtesy and dignified/respectful relationships

- reassure victims that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward

Where relevant, learners who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see Suspected criminal behaviour).

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy.

## 11.2 Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken.

However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. This should be led by the DSL.



## 12. Monitoring and evaluating school behaviour

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture, clearly and accurately.

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, learners, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and learner level.

School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.



# 13. Anti-Bullying Policy

## 13.1 Purpose

At Lime Trust our policies and procedures along with daily systems and structures reflect our strong ethos of 'no harm to others'. In line with this ethos, learners are taught:

- That all bullying, of any sort, is unacceptable
- How to seek support if they feel they are being bullied
- What to do if they think another pupil may be being bullied
- Anyone who knows that bullying is happening is expected to tell the staff

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school

- All governors, teaching and non-teaching staff, learners and parents should understand what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Learners and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

### Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.



## 13.2 What is Bullying

Bullying involves an imbalance of power, is pre-meditated and usually forms a pattern of behaviour.

**Bullying is therefore:**

- Deliberately upsetting
- Recurring, often over a period of time
- Difficult to stand up against
- 

**It can take many forms, but the main types are:**

- Physical: pushing, kicking, hitting, punching or any use of violence
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Verbal: name calling, insulting, making offensive remarks
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Sexual orientation: because of, or focussing on the issue of sexuality
- Cyber: using social media, emails, texts and phone calls to harass another person or to spread rumours

## 13.3 What is not bullying

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- Mutual Conflict - In mutual conflict situations, there is an argument or disagreement between learners but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem
- Single episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a learner is verbally abused or pushed on one occasion they are not being bullied
- Nastiness or physical aggression that is directed towards many different learners is not the same as bullying. However, since we have a duty of care to provide a learner with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned



## 13.4 Signs and Symptoms

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A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened to go out on their own
- doesn't want to go on the school/public bus / begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) / begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 13.5 Procedures

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All reports will be taken seriously and will be followed up by the class teacher or a member of the Senior Leadership Team. Often, concerns that have been raised may require further investigation, which may include talking to other adults who work closely with the children involved or interviewing the learners involved. Where bullying is of a racist nature, we will report this to the Local Authority using the Racist Incident Report Form.

**Parents/carers should be informed and maybe be asked to come into a meeting to discuss the problem:**

- An attempt will be made to help the bully (bullies) change their behaviour
- The victim of bullying will be supported appropriately
- Refer to Online Safety Policy and What We Do If guidance for procedures specific to online bullying
- If necessary and appropriate, police will be consulted

**Outcomes:**

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
- If possible, the learners will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to
- ensure repeated bullying does not take place.
- In serious cases, suspension or even exclusion may be considered

## 13.6 Prevention

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**We will use appropriate methods for helping children to prevent bullying. As and when appropriate, these may include:**

- signing a behaviour contract
- concept cartoons
- reading stories about bullying or having them read to a class or assembly
- role-plays
- having discussions about bullying and why it matters
- using social stories
- a peer support anti-bullying programme

Learners will be regularly reminded about the effects that bullying has on the victims, especially the harm that such acts can cause. Learners are strongly encouraged to tell an adult if they feel that someone is bullying them. They know that they must do this as a matter of urgency and not hold back thereby hoping that the problem will go away. Learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in changing in work patterns, lacking concentration or truanting from school. Learners must be encouraged to report bullying in schools.

Our Personal, Social, Health, Education (PSHE) curriculum deals with the subject of bullying in ways that the children can understand.



## 13.7 Roles and Responsibilities

### The role of Parents/ Carers

Parents/ carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have the responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### The role of the Staff

Staff take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Incidents are reported to a senior member of staff. The staff ensures that all learners know that bullying is wrong, and that it is unacceptable behaviour in this school. The staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or Deputy Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. If staff become aware of an act of bullying, they do all they can to support the child who is being bullied. The member of staff will deal with the incident immediately. A clear account of the incident will be written and given to the Headteacher.

### The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher will interview all concerned and will record the incident (or the Deputy Headteacher when the Headteacher is absent). All staff, including Class Teachers' TAs and MDAs will be kept informed. The Headteacher reports to the

Governing Body about the effectiveness of the anti-bullying policy.

The Headteacher, whole staff and Governors set the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher is responsible for ensuring that parents are made aware of the policy.

### The role of Trustees

The Trustees support the Headteacher in all attempts to eliminate bullying from the school. This policy statement makes it very clear that the Board of Trustees does not allow bullying to take place in the school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Board of Trustees reviews the effectiveness of the policy regularly.

Trustees require the Headteacher to keep accurate records of all incidents of bullying and to report to Trustees on request about the effectiveness of school anti-bullying strategies.

The Trustees become involved if parents complain that procedures have not been followed fairly or correctly, in line with the Trust complaints policy.



# 14. Home School Agreement

At Lime Trust we recognise that our Parents are key partners in developing positive behaviour for all of our learners. As such we ask all parents to sign to confirm they will support the actions below that form a key part of our Behaviour Curriculum. The full curriculum is on p18-29 of the Behaviour Handbook

Our parents must:

Attendance and Punctuality	Uniform	Home learning and communication
<ul style="list-style-type: none"> <li>bring or send your child/children to school every day so that they don't miss important learning</li> <li>ensure your child/children arrive at school on time every day</li> <li>inform the school of any absence on the first day of absence and provide a reason</li> <li>ensure that all holidays are taken during School holiday time.</li> <li>if a child is absent for medical reasons, that where possible, evidence is provided</li> </ul>	<ul style="list-style-type: none"> <li>support learners to wear full uniform, and it is worn correctly - shirts tucked in etc.</li> <li>label all belongings (uniform, coat, bottle, etc) so that if they are lost, they can be easily returned.</li> <li>know that if belongings are not labelled and are lost, it is NOT the responsibility of the school to replace them.</li> <li>know that all outdoor clothing (coat, hats, gloves, scarves etc.) must be removed once inside the building and hung up appropriately</li> <li>know that learners can wear a watch and no other jewellery.</li> <li>know that learners must bring correct PE kit as appropriate.</li> <li>know that learners must not bring toys and other items from home into school (water bottle, coat, PE kit, packed lunch only)</li> </ul>	<ul style="list-style-type: none"> <li>check Class Dojo at least once a week for whole-school or class specific key messages</li> <li>read and support key school policies: Behaviour for Learning, Safeguarding, Anti-Bullying</li> <li>ensure payments are made via Arbor for school meals, afterschool clubs and trips and visits in a timely manner</li> <li>inform the School promptly of any change in contact details</li> <li>ensure that communication and emails are sent only to the school office email address, which can be found on the school website</li> <li>inform the School of any changes in circumstances that may affect their child's progress, behaviour or wellbeing</li> <li>attend meetings with staff, if required, to discuss their child's progress, behaviour or welfare</li> </ul>

Our parents will know and support the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Manners	Our school values	Behaviour outside of school
<ul style="list-style-type: none"> <li>that when speaking with adults and children on school premises you always say 'please' when you are asking for something</li> <li>that it is important to show gratitude to others by saying 'thank you' to people for what they have done for you</li> <li>that you should let any waiting adults through a doorway or gateway before walking through yourself</li> <li>that you should say 'Good morning/ afternoon' to adults if spoken to</li> <li>that it is polite to give eye contact to the person you are talking to</li> <li>that if you show respect for adults in school even if you may not agree with their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Equity</li> <li>Self-worth</li> <li>Partnership</li> <li>Enjoyment</li> <li>Communication</li> <li>Trust</li> </ul>	<ul style="list-style-type: none"> <li>that when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully</li> <li>that we should be considerate of other people arriving at and leaving school</li> <li>that being considerate means thinking about other people's needs, wishes and feelings</li> <li>that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting</li> <li>how to stay safe online and use technology sensibly and safely</li> <li>who to go to for help and support</li> </ul>



Our parents will know and support the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Playtime behaviour	Dinner time	Ready to learn
<ul style="list-style-type: none"> <li>that you must walk from your classroom to the playground, 'walking not talking'</li> <li>that you must play safely without hurting anyone</li> <li>that we do not 'play fight' because we may hurt someone by accident</li> <li>that you must be kind, by including others in your games and sharing equipment</li> <li>that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</li> <li>that when called, you must line up in your lining up order quickly</li> <li>support the School's authority to reasonably and fairly discipline students and work with the School to support their child's positive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>that you will teach children we wash hands before eating</li> <li>that children should use a knife, fork and spoon to eat</li> <li>that when eating, they must stay in their seats facing their food</li> <li>that they must clean away their plates and cutlery</li> <li>that we use a quiet voice at the dinner table</li> <li>that we chew with our mouths closed</li> <li>that we say please and thank you by praising and rewarding for correct behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>when an adult puts their hand up, children stop what they are doing and put their hand up too</li> <li>that we have good sitting posture:</li> <li>Ensure 6 feet on the floor (chair and own legs)</li> <li>Tummy Near Table (TNT)</li> <li>Bottoms in the Back of their Chair (BBC)</li> <li>that we keep our workspaces /resources tidy (before/during/after work)</li> <li>to be punctual</li> <li>how to be ready for the lesson e.g. had a drink, toilet break etc.</li> <li>that we walk to the line sensibly</li> <li>that we line up in the order displayed in the classroom</li> <li>that we place chair under the table when leaving seat</li> <li>know that we walk in a quiet, calm manner</li> <li>around the classroom</li> <li>know that we treat equipment appropriately and with respect</li> </ul>

Child/ren's Name	
Child/ren's Class	
Parents Name	
Signature	
Date	

