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Policy Document

Behaviour Policy

Policy Tier	2
Policy Owner	Trust Behaviour Lead
Ratifying Body	**Approved by Trustees of Leigh Trust**
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Version Number	01

Applicability:

This policy applies to staff in accordance with its designated policy tier.

- Tier 1**:** Applies to all schools and centrally based staff and must be adopted in full without modification.
- Tier 2: Applies trust-wide but allows limited contextualisation to reflect individual school circumstances.
- Tier 3: Applies at school level and is approved and implemented through local governance arrangements

1.0 Leigh Trust Behaviour Approach

Across Leigh Trust, behaviour is everyone's responsibility. We create calm, safe, purposeful schools where children learn without disruption and thrive as confident, respectful citizens. Our approach is inseparable from our Trust ethos - **The TEAM that CARES** – and is driven by our shared values: **Creativity, Aspiration, Respect, Excellence and Supportive** (CARES).

Strong relationships are the cornerstone of excellent behaviour; when underpinned by the clear routines and visible, proactive leadership, they create calm, consistent schools where learning is protected and children thrive.

Behaviour is not a bolt-on policy. It is the daily practice that protects learning, strengthens belonging and enables every child to flourish (see Appendix 1 for key definitions).

1.1 Our Ethos in Action: CARES Behaviour Culture

We expect every school to embed a behaviour culture that consistently reflects CARES:

- **Creativity**: children are supported to think, explore and express themselves within clear structures that keep classrooms calm and productive.
- **Aspiration**: we set ambitious expectations for behaviour, learning habits, attendance and personal conduct – because our children deserve excellence.
- **Respect**: adults model courtesy, fairness, and warmth; children treat others and their environment with dignity.
- **Excellence**: routines are tight; explicit expectations support positive behaviour across the school and disruption is addressed rapidly so learning time is maximised.
- **Supportive**: we lead with empathy and consistency, ensuring children feel safe and supported to make better choices.

This is how we make our ethos tangible: high expectations and with high support, applied consistently by every adult, every day.

1.2 Central Support and Graduated Trust Involvement

Universal Central Support

Where a school requires additional input, central support can be accessed promptly. This may include direct assistance from central team staff and/or specialist colleagues matched to the identified need.

Enhanced Support for Schools in Challenge

When a school is experiencing more complex or entrenched behaviour challenges, the Trust will maintain a higher degree of involvement. We will ensure decisive steps are taken to strengthen capacity and secure rapid, sustainable improvement.

These schools will receive additional targeted support from:

- The Trust Executive Team
- Leigh Flourish Team
- Experienced leaders from across Leigh Trust

Support will be practical, visible and impact-driven — focused on embedding routines, upskilling staff and restoring an excellent climate for learning.

1.3 Non-Negotiables Across Leigh Trust

1. **Consistency beats intensity**: every adult applies routines and expectations consistently.
2. **Learning is protected**: disruption is addressed early and calmly.
3. **Relationships are the foundation**: children behave better when they feel safe, known and respected.
4. **Attendance and punctuality is behaviour**: we challenge absence and punctuality with urgency and support.
5. **CARES is visible**: values are not posters — they are habits we teach, model and insist upon.

2.0 Scope

2.1. Who the Policy Applies To:

Children

- All children on roll at the school
- Children taking part in any school-related activity or event
- Children representing the school off-site

Staff

- Teaching staff
- Support staff (TAs, office staff, lunchtime supervisors, site staff)
- Volunteers working with children
- External providers working with children (peripatetic teachers, coaches)

Parents and Carers

- Conduct on school premises
- Interactions with staff and other parents
- Support for children's behaviour expectations

2.2. When the Policy Applies

During the School Day

- Lessons
- Break and Lunchtime
- Assemblies
- Transitions between classes
- Before and after school while on school premises

During School-Organised Activities

- School trips
- Residentials
- After-school clubs
- Sports fixtures
- Breakfast Club
- School transport (if monitored by the school)

Beyond School Hours

Conduct outside school:

- affects the school's reputation,
- involves other children or
- has an impact on children or staff safety, the policy will apply. (For example: online bullying in the evening that continues into school life).

2.3. Where the Policy Applies

On School Premises

- All school buildings, grounds and premises
- Corridors
- School gates and immediate vicinity at drop-off/pick-up

Off-site Locations

When children or staff are taking part in school-related activities:

- Educational visits
- Sporting events
- Local area walks
- Transport arranged by the school

Online / Digital Spaces

Behaviour expectations extend to:

- Online learning platforms
- School email accounts
- School-issued devices whether on-site or at home
- Online interactions between children if linked to school behaviour issues.

3.0 Legislative and Statutory Framework

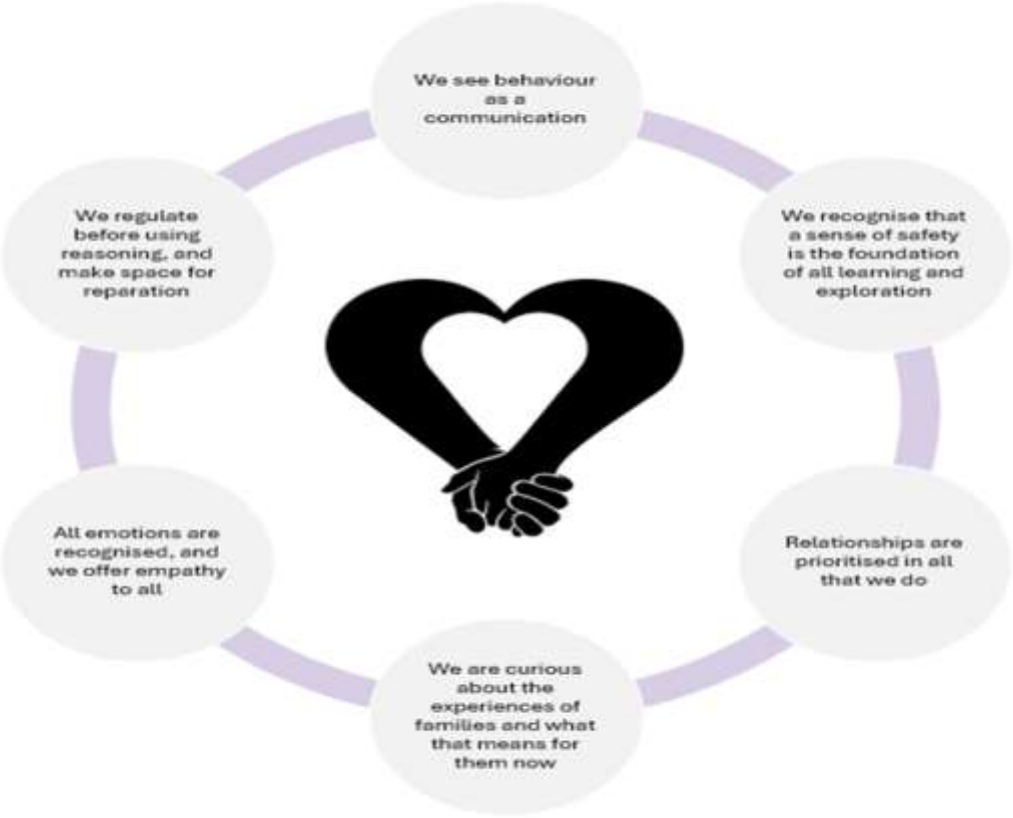
This policy has been developed and implemented in line with current legislation and statutory guidance. It has due regard to the following Department for Education (DfE) guidance and legal frameworks:

- **Behaviour in Schools**: Advice for Headteachers and School Staff (latest DfE guidance)
- **Keeping Children Safe in Education** (latest DfE guidance), including guidance on safeguarding and child-on-child abuse
- **The Equality Act 2010**, including the Public Sector Equality Duty and the duty to make reasonable adjustments for children with protected characteristics, including those with special educational needs and disabilities (SEND)
- **Searching, Screening and Confiscation**: Advice for Schools (DfE)
- **Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies** (DfE)
- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England** (DfE)
- **Special Educational Needs and Disability Code of Conduct** - (DfE)

This policy reflects the Trust's commitment to promoting positive behaviour, ensuring the safety and wellbeing of all children and staff and applying behaviour expectations fairly, consistently and proportionately. All behaviour management procedures are underpinned by safeguarding considerations and an understanding of children's individual needs and circumstances.

4.0 Trauma-Informed, Attachment-Aware Schools (TIAAS)

At Leigh Trust, our policy is underpinned by principles that recognise the impact of trauma and attachment on a child's development and behaviour therefore, significantly influencing a child's ability to learn. We aim to create a safe, inclusive environment where every child feels valued, supported and understood, hence our staff are trained in TIAA (Trauma Informed Attachment Awareness). The main principles underpinning this approach include:



4.1 Behaviour as Communication

We understand that behaviour is a form of communication. Children may express unmet needs, emotions or experiences through their actions, particularly when they lack the language or skills to articulate feelings. Staff respond with curiosity, asking 'What is this behaviour telling us?' rather than assigning blame.

Regulate–Relate–Reason

Before addressing behaviour, adults prioritise helping the child regulate their emotions and re-establish a sense of safety. Once calm and connected, we engage in reasoning and problem-solving. This sequence ensures that learning and reflection occur in a supportive environment.

Examples of Emotion Coaching:
- Regulate: Adult guides slow breathing, offers calm corner/My Space.
- Relate: Adult validates feelings ("I can see that was really difficult for you.")
- Reason: Adult and child discuss triggers and agree future strategies.

Co-Regulation by Adults

Adults model calm, consistent responses and provide co-regulation strategies such as breathing techniques, safe spaces and emotion coaching. This helps children learn self-regulation over time and reinforces trust in adult relationships.

For example:
• Adult models breathing and invites child to copy.
• Adult accompanies child to safe space, offering reassurance.
• Adult uses emotion coaching to label feelings.

Consistency with Compassion

We maintain clear expectations and boundaries while responding with empathy. Consistency provides security and compassion ensures that interventions do not shame or isolate the child but instead promote understanding and growth.

For example:
• Adult calmly reiterates expectations with warmth.
• Adult offers supported choices ("Start now or after a short break.").

Inclusion and Equity

Our approach recognises that every child's experience is unique. We make reasonable adjustments for children with SEND, trauma histories or other vulnerabilities, ensuring equitable access to support and opportunities for success.

For example:
• Sensory tools, additional processing time, visual timetables.
• Daily check-ins with trusted adult.

Repair, Not Shame

When harm occurs, we prioritise restorative practices that rebuild relationships and repair trust. Shame-based responses are avoided, as they can reinforce feelings of rejection and escalate behaviour.

For example:
• Restorative conversation using questions like "What happened?"
• Children recount feelings and agree a way forward.
• Repair action such as helping to tidy an area/apologise for hurting others.

4.2 Learning Behaviours

We view challenging behaviour as an opportunity to teach essential social and emotional skills. Interventions focus on developing self-regulation, problem-solving and resilience rather than punitive measures.

For example:
• Teaching turn-taking and regulation strategies.
• Modelling problem-solving steps.

New day, new start

Every day is a new opportunity. Adults and children are trained to harbour no grudge as the behaviour has given insight, offered explanation and everyone feels safe and understood. Thus, past incidents are not an indicator to how the individual is treated thereafter.

These principles guide staff to respond with empathy and curiosity, fostering positive relationships and long-term wellbeing where every child can thrive.

5.0 Whole-School Relational Culture and Behaviour Curriculum

At Leigh Trust, we are committed to a calm, consistent, and relational culture where all children feel safe, respected, and ready to learn. We recognise that positive behaviour is built through strong relationships, clear expectations, and consistent adult conduct.

We believe that behaviour is learnt and should be taught explicitly, just like other areas of the curriculum. Our behaviour curriculum supports children to develop the knowledge, skills and dispositions they need to behave in ways that allow them and others to thrive.

5.1 Adult Conduct and Modelling

All adults model the behaviour we expect from children at all times. This includes calm communication, respectful language, positive interactions, and high expectations for behaviour and learning. Adults take responsibility for setting the emotional tone of the school and for building respectful, trusting relationships with children.

Calm Authority

We use calm, confident authority rather than raised voices. Clear routines, predictable responses and consistent expectations help children feel secure. Shouting is avoided, as it can escalate behaviour and undermine relationships. Adults manage behaviour through clear instructions, de-escalation strategies and positive reinforcement.

5.2 Adult Consistencies

To ensure clarity and consistency for all children, adults model the following consistencies to support safety, calm movement and respectful behaviour across the school.

Meet and Greet

Children are greeted daily by their class teacher and/or teaching assistant at the classroom door or in the classroom. This ensures a positive start to the day and strengthens relationships. Members of the Leadership Team and support staff also greet children and parents at the school gate and in key areas of the school.

Signal, Pause, Insist and Positive Framing

To support consistent behaviour management, the school uses the WalkThru strategy: Signal, Pause, Insist.

- The agreed signal across the school is one hand raised.
- Adults pause to ensure attention before giving instructions.
- Expectations are calmly and consistently insisted upon.

Positive framing is used at all times to reinforce high expectations. Adults tell children what to do rather than what not to do, using encouragement, praise and affirmative language to support positive behaviour.

5.3 Explicit Teaching of Routines, Social Norms and Self-Regulation

Children are taught clear routines and expectations for behaviour across school, including in the classroom, at transitions, in play areas and during assemblies. These include the school's core expectations the Visible Consistencies and movement expectations. (Appendix 3 Behaviour Blueprint)

Routines are practised, modelled and reinforced so that children know what is expected and can internalise these behaviours. Adults support children to develop self-regulation by explicitly teaching strategies for emotional awareness, calming, problem solving and positive decision-making.

5.4 Progressive Expectations by Year Group

Behaviour expectations are developmentally appropriate and build over time. Early in the school journey, children receive more adult modelling, repetition and guided practice. As children grow, they are encouraged to take increasing responsibility for their behaviour, demonstrating independence and self-management. Across all year groups, high expectations are maintained and scaffolding is provided for children who need additional support.

5.5 Assemblies and PSHE

The behaviour curriculum is reinforced through collective activities such as assemblies and through PSHE lessons. These sessions provide opportunities to explore values, emotional literacy, relationships and social scenarios through discussion, stories and shared reflection. Through oracy, children practice turn-taking, active listening and empathy. PSHE lessons contribute directly to children's understanding of themselves and others, helping them to make safe and positive choices.

5.6 Restorative Follow-Up and Reflection

When behaviour falls below expectations, adults follow up not just with sanctions but with meaningful restorative conversations and where appropriate, reflective activities. Children are supported to understand the impact of their actions, take responsibility and plan how they will behave differently in the future. Restorative questions and reflective practice are tailored to children's age and needs, fostering reflection, repair of relationships and learning from incidents.

5.7 Reinforcement Through Positive Recognition

Positive behaviours are continually recognised and celebrated through class-based systems, praise, certificates and awards. This reinforces the behaviours we want to see and motivates children to meet behavioural expectations consistently.

5.8 Expectations and Routines

A calm, safe and respectful school is created when expectations are clear, consistent and understood by everyone (see appendix 2 Behaviour Blueprint).

School expectations are taught explicitly, modelled by staff and regularly revisited so that all children know how to behave and why it matters.

6.0 Recognition and Rewards

We believe positive behaviour should be noticed, celebrated and reinforced. Recognition is a powerful way of building confidence, motivation and a positive school culture.

We use a range of rewards to recognise effort, improvement and positive behaviour:

- Star of the Week Awards
- Class Rewards
- Head Teacher and Governor Awards

Rewards are used to recognise not just academic success, but also kindness, resilience, respect and positive choices linked to our school expecations and CARES values.

6.1 Ensuring Equity and Inclusion in Recognition

We ensure that all children have fair access to rewards. Staff are mindful that:

- Some children need more encouragement and recognition for small steps
- Effort, improvement and positive choices are valued as much as outcomes
- Children with SEND or additional needs are recognised in ways that are meaningful and achievable for them.

This ensures our reward systems motivate all children and promote inclusion, not competition or disadvantage.

7.0 Regulation and Support Strategies

At Leigh Trust, behaviour is responded to in a calm, consistent and fair manner. Our approach is focused on teaching children how to regulate their emotions, make positive choices and behave in ways that support learning and relationships.

7.1 Early Intervention and De-escalation

Most behaviour concerns are addressed early through supportive strategies, including:

- Reminders of expectations
- Non-verbal cues
- Quiet verbal redirection
- Giving children time and space to regulate.

Staff use a calm, respectful tone and focus on helping children reflect and re-engage positively with learning.

7.2 Stepped Sanctions – Ladder of Response

When behaviour continues or is more serious, staff follow a clear, consistent stepped approach:

1. Reminder of expectations

2. Verbal warning

3. Reflection time

4. Referral to senior staff, where appropriate.

If support is required, staff use agreed visual hand signal cards to request support.

This approach ensures children understand the link between actions and consequences, while providing opportunities to correct behaviour before it escalates.

7.3 Restorative Follow-Up Every Time

Following any behaviour incident, a restorative conversation takes place. This supports children to:

- Understand what went wrong
- Recognise the impact of their behaviour on others
- Take responsibility for their actions
- Identify how to make better choices in the future.

Restorative follow-up supports long-term behaviour improvement and strengthens relationships across the school.

7.4 Trauma-Informed and Attachment-Aware Practice

Our behaviour strategies are underpinned by trauma-informed and attachment-aware principles. Staff respond to behaviour as communication, prioritising regulation, connection and emotional safety.

7.5 Emotion Coaching and Co-Regulation

Staff support children to identify and understand their emotions through emotion coaching. This includes naming feelings, using a calm tone and guiding children through regulation strategies such as breathing, movement or sensory tools. Co-regulation involves adults modelling calm behaviour and providing reassurance until the child is able to self-regulate. This approach prioritises connection before correction and supports trust and positive relationships.

7.6 Safe Spaces, Time-In and Reflection

Safe spaces within classrooms allow children to calm and regulate without feeling excluded. Instead of time-out, a time-in approach is used, with an adult nearby to provide support. Reflection activities, such as drawing or discussion, help children process emotions and prepare to return to learning. These practices reflect our commitment to repair rather than shame.

7.7 Targeted Interventions

For children who require additional support, targeted interventions may include:

- Regular check-ins with a trusted adult
- Social and emotional skills groups
- Planned sensory or movement breaks.

These interventions are overseen by each school's pastoral team, including the Behaviour and SEND team, and are monitored to ensure effectiveness. This reflects our commitment to inclusion and equity, ensuring every child is supported to succeed. A one page profile maybe used to support the child – see appendix 1.

7.8 Round Table Meetings

The panel brings together six staff from across the Trust, deliberately selected for their complementary expertise, so that every case benefits from sharp, multi-disciplinary thinking.

Schools refer pupils who are close to, or have already received, a suspension. Each referral includes clear context and an honest summary of what has been tried to date.

The process is structured and purposeful. Using a Solution Circle model, we first listen carefully to the class teacher and Behaviour Lead from the referring school. We then ask focused questions, identify gaps and patterns and co-design practical, school-ready strategies that can be implemented immediately.

There are urgency and accountability built in. The first actions are put in place within 24 hours; the remaining steps follow across the next week. Every pupil is matched with a named member of the Round Table panel who visits the school to check implementation, support staff and ensure momentum does not drift.

We then reconvene one month later with the teacher and Behaviour Lead to review impact, adjust where necessary, and confirm next steps. This is disciplined, collaborative problem-

solving: rapid action, visible follow-through and a relentless focus on keeping children in school, learning well and supported properly.

7.9 Inclusion

Leigh Trust Schools are committed to inclusion and to ensuring that all children are supported to succeed. Behaviour expectations, routines and responses are applied flexibly and sensitively, with reasonable adjustments made to meet individual needs.

Where appropriate, Individual Behaviour Plans (IBPs) and Risk Assessments are implemented and reviewed through the Assess, Plan, Do, Review (APDR) cycle to ensure support is effective, consistent and responsive. We work closely with parents, carers and relevant external professionals to adopt a multi-agency approach that promotes positive behaviour, wellbeing and inclusion for every child.

7.10 Serious Incidents

Serious incidents are defined as behaviour that is unsafe, extreme or presents a significant risk to the child or others. All schools within Leigh Trust follow clear and consistent procedures to respond to such incidents in a manner that is lawful, reasonable and proportionate.

In cases where behaviour poses a significant risk to safety or learning:

•Reasonable force or a safety intervention may be used in line with statutory guidance.

• Off-Site direction, suspension or permanent exclusion procedures may be considered, in accordance with the Trust's Exclusion and Suspension Policy and DfE guidance.

Suspension, off-site direction, managed moved and exclusions are only applied in exceptional circumstances and in line with DfE statutory guidance and Leigh Trust expectations.

7.11 Reintegration

Where necessary, a child may be removed from the classroom to maintain safety and allow learning to continue. This will always be a short-term measure and used as part of a planned and supportive response. In cases of serious or persistent behaviour, an internal suspension may be implemented where deemed necessary by senior leaders.

Leigh Trust prioritises successful reintegration following suspension or off-site direction. This includes reintegration meetings, clear expectations, appropriate support and reasonable adjustments and ongoing monitoring to support positive behaviour and wellbeing.

All serious incidents are recorded accurately and promptly on CPOMS. Senior leaders monitor incidents to ensure safeguarding responsibilities are met and that appropriate follow-up support is put in place. Parents and carers are informed as soon as reasonably possible.

7.12 Reasonable Force

Leigh Trust recognises that, in rare circumstances, staff may need to use reasonable force to prevent a child from harming themselves or others, damaging property or causing serious disruption. Any use of reasonable force will be lawful, proportionate and used only as a last resort.

Staff receive appropriate Safety Intervention Training, to understand the legal framework surrounding reasonable force and to prioritise de-escalation strategies wherever possible. All incidents involving reasonable force are recorded promptly and reported to senior leaders.

Following any such incident, debriefing and support are provided for the child and staff involved and parents or carers are informed as soon as reasonably possible. Incidents are reviewed to ensure appropriate practice, identify learning and determine whether further support, adjustments or interventions are required (see Safety Intervention Policy).

7.13 Searching, Screening and Confiscation

This advice here is taken directly from the DfE's document 'Searching, Screening and Confiscation' July 2022.

Before screening or searching a pupil, school should consider their obligations under the European Convention on Human Rights, notably Article 8 which states that pupils have a right to respect for their private life. This article can be interfered with, but only when justified and proportionate. The powers to search, under the Education Act 1996 and compatible with Article 8.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item with them, as listed **or** any item that the school rules identify as an item which may be searched for.

The prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

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)

An article specified in regulations:

- Tobacco and cigarette papers
- Fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item **if the pupil agrees**. The staff member should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

The role of the headteacher, designated safeguarding lead and authorised members of staff.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise a search for specific items, or all items set out in the school's behaviour policy.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is **not co-operating**. All staff authorised by the headteacher to carry out a search should understand their rights and the rights of the pupil being searched. The designated safeguarding lead should be informed of any search carried out.

Before the search

The member of staff authorised to carry out the search should explain to the pupil why they are being searched and how and where the search is going to take place, using age-appropriate language. They should always seek the co-operation of the pupil before conducting the search.

If a pupil is not willing to co-operate with the search, the pupil should be supervised, kept away from other pupils and the headteacher or safeguarding lead consulted for further advice. The authorised member of staff should consider whether it is appropriate to use 'reasonable force' to conduct the search.

A member of staff can use 'reasonable force' when searching for the 'prohibited' items listed above **but cannot use reasonable force to search for items which are identified only in the school rules.**

During a search

An appropriate location for the search should be found and where possible away from other pupils. The search must take place on school grounds **or** where the member of staff has lawful control or charge of the pupils, for example on a school trip.
The member of staff conducting the search **must be** of the same sex as the pupil being searched. There **must be** another member of staff present. There are limited exceptions to this rule -refer to the DfE advice regarding this.

All searches should be reported to the headteacher and/or safeguarding lead and recorded on CPOMS.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

Outer clothing is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. It also includes hats, shoes, boots or scarves.

Possessions means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

Lockers and desks or other personal spaces can be searched for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted for both 'prohibited' items and any items identified in the school rules for which a search can be made.

A pupil'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 not practicable to summon another staff member.

After a search and recording of a search

Staff should always consider, regardless of items found, whether having to conduct a search gives cause to suspect that the pupil is suffering, or is likely to suffer harm and whether specific support is needed. Staff should follow their own safeguarding policies.

If a prohibited item is found, the designated safeguarding lead should be alerted and relevant procedures followed.

Any searches carried out for a 'prohibited' item should be recorded according to the schools safeguarding recording system. Schools are encouraged to record the following:

- the pupil search along with the date, time and location of the search
- who conducted the search and the other adult(s) present
- what was being searched for and the reason for the search
- what, if any, items were found and what follow up actions were taken

It is also advisable to state whether the search was voluntary and if and what reasonable force was used if the search was not voluntary, bearing in mind that you can only use reasonable force to search for 'prohibited' items if consent was not given by the pupil.

Informing Parents

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. It might also be necessary to inform parents of a search for an item banned by the school policy.

Screening

This is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. If a headteacher decides to use a screening arrangement, they should inform pupils and parents in advance.

Confiscation

An authorised member of staff carrying out a search can confiscate any items they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited and identified in the school rules
- is evidence in relation to an offence

8.0 Bullying, Prejudice-Based Behaviour & Child-on-Child Abuse

Leigh Trust is committed to ensuring that all children across our schools learn in an environment where they feel safe, valued and able to thrive. Bullying, prejudice-based behaviour and child-on-child abuse undermine children' safety and wellbeing and will not be tolerated. All responses follow statutory requirements set out in Keeping Children Safe in Education (latest KCSIE guidance), Behaviour in Schools (latest DfE guidance) and Preventing and Tackling Bullying (latest DfE guidance).

8.1 Definitions

For the purposes of this policy, bullying is defined in line with DfE guidance as intentional, repetitive behaviour that causes physical or emotional harm and involves an imbalance of power. This includes:

• Physical, verbal or relational harm

• Prejudice-based or discriminatory behaviour

• Online or online-based harassment

• Child-on-child abuse, including harmful sexual behaviour and coercive or threatening conduct.

8.2 Prevention and Response

Leigh Trust use clear routines, explicit teaching and relational practice to prevent bullying and harmful behaviour. Staff model the conduct expected of children and create a culture in which concerns can be reported confidently.

When incidents occur, staff will:

1. Respond immediately, ensuring the safety of all children.

2. Record and report concerns using each school's safeguarding procedures, in accordance with KCSIE.

3. Investigate thoroughly, speaking to all parties involved and considering contextual safeguarding.

4. Use proportionate and restorative responses where appropriate, supporting children to reflect on the impact of their behaviour.

5. Inform parents and external agencies when required, following statutory safeguarding guidance.

Preventative education is delivered through the curriculum, assemblies, pastoral work and targeted interventions.

8.3 Escalation Pathways

• Initial concerns are addressed by class teachers or pastoral staff.

• Repeated, significant or high-risk incidents are escalated to senior leaders.

• Any allegation or concern that meets the threshold for safeguarding is referred immediately to the Designated Safeguarding Lead, following KCSIE.

• Headteachers may apply suspensions or other sanctions in line with Leigh Trust Exclusion and Suspension Policy.

9.0 On-line Behaviour

9.1 Online Behaviour and Mobile Devices

Leigh Trust promotes the safe, responsible and respectful use of digital technology. Expectations for online behaviour reflect statutory online safety requirements outlined in Keeping Children Safe in Education (KCSIE) and are aligned with the Trust's Online Safety and Safeguarding Policies.

9.2 Expectations for Children

• Mobile phones are not permitted for use during the school day. Where devices are allowed on site, they must be handed in on arrival and collected at the end of the day.

• Children must not use digital technology, including social media, online platforms, messaging services or games, in ways that cause harm, distress or risk to others. This includes cyberbullying, harassment, coercion, grooming, or the sharing of inappropriate or harmful content, whether on or off the school site.

• Any misuse of technology will be addressed. Sanctions will be proportionate and take account of safeguarding considerations.

9.3 Safeguarding Considerations

All concerns relating to online behaviour are managed through the Trust's safeguarding procedures.

Online safety education is delivered across Leigh Trust schools through a planned, age-appropriate curriculum. Parents and carers are expected to support this work by monitoring their child's use of technology at home, in line with the Home–School Agreement.

10.0 Roles and Responsibilities

All staff are responsible for upholding and consistently applying the Trust Behaviour Policy. They are expected to model positive behaviour, maintain high expectations and promote respectful relationships at all times. Class teachers have responsibility for the day-to-day management of behaviour within their classrooms and for communicating with parents and carers where appropriate. The pastoral team provide targeted support for children who require additional behavioural, emotional or social interventions and work closely with staff, families and external agencies to support positive outcomes. All staff are responsible for recording, monitoring and reporting behaviour concerns in line with Trust procedures. All staff are responsible for accurately recording behaviour concerns.

10.1 Leadership Team

The Headteacher and Leadership Team provide strategic leadership and oversight of behaviour and inclusion at each school. They are responsible for ensuring the Behaviour Policy is implemented consistently and in line with statutory guidance and Trust expectations. They make decisions relating to suspensions, off-site direction and exclusions and ensure that appropriate support and reintegration arrangements are in place. They work in partnership with parents and carers, governors, Leigh Trust Executive Team, Leigh Flourish and external agencies and regularly monitor behaviour data to evaluate the effectiveness of behaviour strategies.

10.2 Parents/Carers and Children

Parents and carers are expected to support the Trust Behaviour Policy, work in partnership with the Trust and communicate any concerns promptly. Children are expected to follow the school's behaviour expectations, take responsibility for their actions and show respect to others.

10.3 Governors/Trust role

The Local Governing Body and Executive Team of Leigh Trust provide strategic oversight, ensuring procedures are lawful, fair and consistently applied. Trustees monitor behaviour data, review exclusions where required, and hold Trust Leaders to account for the impact of behaviour systems on pupil outcomes and inclusion.

10.4 Monitoring and Review

Behaviour incidents, safety interventions and safeguarding-related information are recorded using CPOMS. This ensures accurate and timely recording, enable effective information sharing between staff and support the identification of patterns, risk factors or emerging concerns. All records are managed in line with data protection and safeguarding requirements.

10.5 Behaviour Data Cycles

Behaviour data on CPOMS is reviewed regularly through planned monitoring cycles to identify trends, evaluate the effectiveness of behaviour strategies and inform early intervention. Analysis considers individual children, cohorts and groups to ensure appropriate support is in place. Findings are used to inform pastoral provision, staff training and ongoing policy review.

10.6 Governor Monitoring Including Equalities

The Local Governing Body and Leigh Trust monitor behaviour data as part of their strategic oversight role. This includes reviewing trends in behaviour, suspensions and exclusions and considering the impact on different groups, including those with SEND and other protected characteristics. This monitoring ensures behaviour practices are fair, consistent and promote equality, inclusion and pupil wellbeing.

10.7 Exclusion Panels and Appeals

Where a decision is made to permanently exclude a child, Leigh Trust convenes an Exclusion Review Panel in line with statutory guidance. The panel is made up of appropriately trained Trustees and/or governors who were not involved in the original decision. The panel reviews the exclusion decision, considers all relevant evidence and determines whether the exclusion was lawful, reasonable and procedurally fair.

Parents and carers are informed of their right to make representations to the panel and, where applicable, to request an Independent Review Panel in accordance with Department for Education guidance. Outcomes of exclusion reviews are communicated in writing, and appropriate arrangements for education, safeguarding and reintegration are put in place where required.

Appendix 1. Key Definitions

The following definitions are used throughout this policy and are aligned with Department for Education (DfE) statutory guidance.

Bullying

Bullying is repeated, deliberate behaviour intended to hurt, intimidate or exclude another person and where there is an imbalance of power. Bullying may be physical, verbal, emotional or online and is distinct from one-off incidents or friendship difficulties.

Discrimination

Discrimination is unfair treatment or language related to a protected characteristic as defined in the Equality Act 2010. Discriminatory behaviour is not tolerated and is addressed in line with statutory duties.

Exclusion (Permanent Exclusion)

Permanent exclusion is the removal of a pupil from the school roll. It is a last resort, used only where serious or persistent breaches have occurred and in accordance with statutory guidance (https://www.gov.uk/government/publications/school-exclusion).

Internal Suspension

An internal suspension is a temporary, supervised behaviour support measure where a child is removed from their regular class activities and supported within the school for a set period of time. The purpose is to help the child reflect on their behaviour, repair relationships, and develop strategies to make positive choices when returning to class.

Managed Move

A managed move is a voluntary, planned transfer to another school, agreed by all parties, as an alternative to permanent exclusion. It is not a sanction. The pupil remains on roll until the move is confirmed and support arrangements are in place.

Misbehaviour

Misbehaviour includes:

• Disruption to learning

• Disruption in lessons, corridors and during break or lunchtimes

• Non-completion of work where this is due to defiance rather than lack of understanding or an identified emotional need

• Poor attitude or refusal to follow reasonable instructions.

Off-site Direction

Off-site direction is a behaviour support measure used within Leigh Trust, where a child is directed to attend an alternative school within the Trust for a short period. This provides the child with a fresh start in a different setting while supporting them to reset, calm and self-regulate before returning to their home school. Off-site direction is age-appropriate, time-limited, and used only for short durations, and is not a disciplinary removal from learning.

Regulation

Regulation is a pupil's ability to manage emotions and behaviour in order to engage positively in learning and school life. These skills develop over time and are supported through modelling, teaching and appropriate intervention.

Relational Practice

Relational practice prioritises positive relationships, fairness and consistency. It recognises behaviour as communication and places responsibility on adults to create a safe, respectful environment that supports children to meet expectations.

Round Table Meeting

The Round Table Panel is a six-member, multi-disciplinary team supporting pupils at risk of fixed-term exclusion. Using a structured Solution Circle approach, the panel reviews referrals, develops immediate strategies and assigns a member to support implementation. Actions begin within 24 hours and progress is reviewed after one month to ensure impact.

Safety Intervention (Reasonable Force)

A safety intervention is the lawful and proportionate use of reasonable force by trained staff as a last resort to prevent harm, damage to property, the commission of an offence, or serious disruption. All incidents are recorded and reviewed; parents will be notified.

Serious Incidents

Serious incidents are behaviours that place a pupil or others at risk of harm or cause significant disruption to learning. These are managed by senior leaders in line with safeguarding and behaviour procedures.

Serious Misbehaviour

Serious misbehaviour includes:

• Repeated breaches of school rules

• Physical aggression towards staff or children (outside of crisis behaviour)

• Any form of bullying

• Sexual violence or sexual harassment, including unwanted sexual comments, gestures, physical interference with clothing, or online sexual harassment

• Vandalism or theft

• Fighting

• Smoking or vaping

• Swearing or discriminatory language, including racist, sexist, homophobic or other prejudiced behaviour

• Possession of prohibited items, including weapons, alcohol, illegal drugs or related items.

Suspension

A suspension is a fixed-period exclusion from school following serious or persistent breaches of this policy, where remaining in school would seriously harm the education or welfare of the pupil or others.

Appendix 1 – One Page Profile



Pupil Behaviour Risk Assessment

Pupils Name:		**Year Group:**	
Risk Assessment Undertaken By:			
Other Individuals involved in risk assessment:			

What health and safety hazards arise or could arise from the behaviour of this pupil? Include trigger points, time of day they may occur and any pattern to behaviour?

Hazard/Risk	Person/s Affected	Risk level before controls are in place			Initial control measures	New/further control measures required	Risk level with controls in place		
		L	M	H			L	M	H

List any activities which cannot be safely managed, as far as it is possible to foresee?

Should the need arise, approved safety interventions may be used in line with school policy to maintain the safety of the pupil, other pupils and staff.			
Assessment completed by:		**Signed:**	
Parent/Carer:		**Signed:**	
Date of assessment:		**Review date:**	

Staff Acknowledgement & Sign-Off: I confirm that I have read and understood this Behaviour Risk Assessment and will follow the agreed support and safety procedures.					
Name:		**Role:**		**Signed:**	
Name:		**Role:**		**Signed:**	
Name:		**Role:**		**Signed:**	

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Appendix 3 – Behaviour Blue Print

Nansen Primary School
Behaviour Blueprint

Our CARES Values



School Rules

- **Be Ready** – Be ready to learn.
- **Be Respectful** – Listen and show good manners.
- **Be Safe** – Be safe and make the right choices, both in and out of school.

Visible Consistencies

- **Meet and Greet**
- **Wonderful Walking**
- **Marvellous Manners**

Microscripts

- **I have noticed you are …**
- **That's not showing me our expectation of…**
- **I need to see you/I need you to….**
- **Show me what ready/kindness/safe behaviour looks like in our classroom/playground**
- **Do you remember last lesson/week when you…? This is who I need to see today**
- **The choice is…or … I'll give you some thinking time**

Repair

What happened/Thoughts and feelings
What were you thinking at the time? What are you thinking/feeling now?

Harm and Affect
Who has been affected or harmed by what happened? How?

Needs
What needs to happen to make it right or for you to feel better? Is there anything you could do to repair the harm?

Agreement / negotiation
If the same thing happened again, what could be done differently?

Our Rewards and Sanctions

Rewards	Sanctions
Fresh Start	Reminder of rule (in private)
J2 Stars	Warning
Staff Praise	Final warning
Stickers/certificates	Time out
Messages home	Follow- up repair and restore
Star of the Week Certificates	Conversation with SLT member
Head Teacher's Awards	Possible Detention issued by SLT member
Governors' Awards	Meetings with Parents/Carers
	Behaviour Plan
	Internal/External Suspension