



## Trust Reward and Behaviour Policy

**This policy is applicable to the Wonder Learning Partnership (WLP)**

**Important:** This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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<b>Name of Responsible Committee/Individual:</b>	LGC & Board of Trustees
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## Introduction

Our role is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all children have individual gifts and talents and with support, every young person can flourish.

Our Church of England and community schools are distinctive and effective because of our mission, vision and values are made very explicit and drive all areas of school life. Our Vision is one which combines our trust foundation, vision, and values with those of the schools that are part of our partnership – each with their own distinct vision and values.

As such, our school values are deliberately expressed to and integral to our rewarding of children, to help ensure that every child is cared for as an individual, that our values through our children's achievements are celebrated and this in turn, helps them to succeed academically. Our school values have been embedded across our school community and permeate all areas of school life.

### Statutory Behaviour Requirements

This policy aligns fully with DfE statutory guidance, including:

- Behaviour in Schools (2022, updated 2024)
- Searching, Screening and Confiscation (2023)
- Suspension and Permanent Exclusion Guidance (2024)
- Equality Act 2010
- Keeping Children Safe in Education

Schools must apply the behaviour framework consistently, rigorously and non-discriminatorily, ensuring that behaviour systems are monitored to prevent disproportionate impact on any group. All decisions relating to behaviour, support or sanction must comply with legal duties in relation to safeguarding, SEND, equality and reasonable adjustments.

### Aims

This policy aims to be inclusive, fair, and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to their (pupil/students) future success. Pupils have the right to come to school and focus on their studies, free from disruption” (Department for Education White Paper 2010).

“Behaviour is crucially linked to motivation, achievement and hence to standards” (Lund 1996) “Effective behaviour frameworks separate the child from the behaviour. They say, ‘we want you – we do not want this behaviour’” (Lund 1996).

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils/students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupil/students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **Principles**

The Wonder Learning Partnership is committed to developing to the full the potential of each member of our community, within the context set by its mission, its strategic aims, and its Christian Church of England Academy or shared community values.

We believe that an ordered working environment, underpinned by good behaviour, is an essential prerequisite to effective teaching and learning.

We also believe that positive personal relationships based on courtesy, co-operation and mutual respect are essential both to the smooth running of the school community and to the security, well-being, and fulfilment of the individuals within it.

We believe that support for behaviour should be based on restorative practice – ensuring clarity, consistency, and a clean slate.

In secondary settings, as part of our shared culture, all colleagues, pupils and leaders are expected to reflect the PACT ethos in every interaction and decision:

**Patience** – Have I been patient, modelling positivity, calm and emotional regulation even in challenging moments?

We recognise that behaviour is a form of communication. Staff will respond with patience, clarity and composure to create safe, regulated environments for all pupils.

**Ambition** – Have my actions ensured that our ambitions for children and our behaviour standards are not compromised?

We maintain high expectations and do not lower standards because of temporary setbacks. All children should experience an environment that enables them to achieve highly and behave exceptionally well.

**Consistency** – Have I been consistent so that all children can reach their potential?

Consistency brings fairness, predictability and trust. Staff will apply the behaviour framework in the same way every time, ensuring decisions are non-discriminatory and clearly understood.

**Thoughtfulness** – Have I been thoughtful in modelling compassion, forgiveness and empathy to children?

Thoughtfulness is shown through restorative conversations, recognising context, and supporting pupils to learn from mistakes while maintaining boundaries and high

expectations.

Together, PACT ensures that we uphold our responsibility to model the behaviour we expect from the children we serve.

### **Safeguarding of children**

The school recognises that changes in behaviour may be an indicator that a pupil/student is in need of help or protection.

We will consider whether a pupil/student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil/student behaviour issues may be transferred to relevant colleagues at the start of the term or year.

### **Restorative practice**

Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially with regard to attendance and behaviour, when embedded within clear school improvement strategies.

Equally, school improvement strategies are enhanced by the use of restorative processes, not least through the fundamental drive of restorative work to build relationships and community amongst the adults and not just the pupil/students. Restorative processes also make challenge and support explicit in everything that happens in a school. This explicit challenge and support drives and underpins real change in a school. This consistency is something that is often absent from schools that are struggling to meet expected standards around behaviour, achievement, and attendance.

A school making a conscious decision to become restorative also opens a door to a new mindset and culture shift. It focuses on positive relationships and collaborative teaching and learning, with classrooms developing as communities. It means that teachers and pupil/students commit to looking at positive alternatives to reactive punitive behaviour solutions (e.g. exclusions), because they are confident that the matter is being dealt with in a clear and explicit way, understood and endorsed by all.

Restorative practice is a proactive way of working with people, not doing things to them, not

doing things for them and not being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). They seek to increase the opportunities for dialogue at every level.

Goldsmiths University research (2010) into anti-bullying strategies listed the conditions required to develop effective restorative practice in schools. To paraphrase them, these are:

- whole staff training
- the embedding of restorative practices, with pupil/students
- making restorative practices transparent in policies and procedures
- having direct sanctions to back up if the restorative process fails

## **Expectations**

Clear expectations are vital in making sure that pupils/students know the boundaries in which they should behave.

## **Effective Teaching and Learning**

The school sees good behaviour in all aspects of School life as fundamental. It seeks to create a positive, ordered learning environment by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, consideration for others and positive relationships based on mutual respect;
- seeking fair treatment for all;
- encouraging justice through consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive partnerships with parents and carers to develop in the implementation of the school's policy and procedures.

## **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or appearance of uniform
- Repeatedly late to school or lessons.

## **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules and repeated defiance.
- Any form of bullying or discrimination
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting, inciting, or filming a fight, distributing a video or images of a fight.

- Smoking and vaping
- Racist, sexist, homophobic or discriminatory behaviour

### **Possession of any prohibited items**

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Mobile phones and devices, only used in line with the school's policy
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil/student).

### **Roles and responsibilities**

#### **Everyone is responsible for:**

- Implementing School policy and procedures consistently and fairly to set high standards of behaviour, support pupils/students in reaching the school's expectations and creating a high-quality learning environment.

**Pupils and Students** will be made aware of the following during their induction into the behaviour culture.

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- There are rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

**Parents and carers**, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy inside and outside of school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Year Team promptly
- Engage with any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly,

- while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

**All colleagues are responsible for:**

- Creating a calm and safe environment for pupils/students
- Establishing and maintaining clear boundaries of acceptable pupil/student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils/students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils/students
- Considering the impact of their behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on the school's behaviour system.
- Challenging pupils/students to meet the school's expectations
- Living our Christian or community values into being

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

**The Executive Headteacher/Headteacher/Head of School is responsible for:**

- Reviewing and approving an appendix to this behaviour policy, that is in line with the Trust mission, values, and spirit of this policy, with the Governing Committee.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils/students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupil/students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any colleague who requires it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils/students both sanctions and support when necessary
- Ensuring that the data on behaviour is reviewed regularly, and is made available to the CEO, to make sure that no groups of pupils/students are being disproportionately impacted by this policy

**The School Governing Committee is responsible for:**

- Reviewing the schools' appendix to this behaviour policy in conjunction with the Executive Headteacher/Headteacher/Head of School
- Monitoring the policy's effectiveness
- Holding the Executive Headteacher/Headteacher/Head of School to account for its implementation.

### Overview of how behaviour is managed on a day-by-day basis

- We aim to provide the best possible education and opportunities for each child.
- We aim to foster the development of the whole person, in a disciplined and ordered working environment, which is secure and caring, and within which each child can aim for excellence.
- We seek to create a positive, happy atmosphere, in which all children are able to take pride in their achievements, and in which pupils, students and colleagues work together with mutual respect, courtesy and consideration for others.
- We believe in a curriculum which engenders a love of learning and the excitement of discovery, and which, while being broad enough to meet and respond to individual needs, develops the academic potential of each student to the full.
- We seek to develop and maintain a close partnership between pupils, students, parents and colleagues, and positive working relationships with our partners in education, the world of work and the wider community.
- We are an inclusive school that embraces and celebrates the differences in people.
- We seek to support the most vulnerable and to understand the causes of behaviour, to support the pupil/student and their family in managing these.

### Monitoring at secondary phase

To ensure that behaviour is understood, responded to and improved in a consistent way across larger settings, all secondary schools will use the CARE Framework to monitor both concerns and positive behaviours.

**Communicate** – Teacher-recorded observations of behaviour, both positive and negative, allow early identification of patterns and classroom climate.

**Act** – Immediate responses such as sanctions, restorative conversations, praise points or phone calls home ensure timely intervention.

**Reinforce** – Formal consequences for more serious behaviours and formal recognition for sustained excellence ensure proportionality and encourage positive habits.

**Enable** – Supportive measures (interventions, mentoring, enrichment, leadership roles) help pupils overcome barriers to behaviour and thrive.

Using CARE enables leaders to review trends, escalate support appropriately, and evaluate the impact of interventions so that behaviour is improved for all pupils across the Trust secondaries.

### Rewards and sanctions

Our Trust is committed to upholding the vision and the values of our Christian foundation. We strive to create a nurturing community where each pupil/student is recognised and supported as an individual. Our goal is to help pupils/students realise their full potential as they mature and prepare for the opportunities and responsibilities of adulthood. We are

dedicated to maintaining high standards in all aspects of school life.

- We promote and recognise all achievements and success of all pupils/students.
- We are clear in terms of expectations and consistent in the application of our rewards and sanctions system.
- We are explicit about the standards and expectations of all staff and pupils/students.
- We are consistent in how all aspects of the school are run so our children must make a conscious choice to not meet the high standards expected of all members of the school community.
- Pupils/students understand that the school is working for their benefit and others and that any conduct that stops others from achieving or brings the name of the school into disrepute will not be tolerated
- Children are clear about how their efforts will be recognised and rewarded
- Pupils/students are clear about the consequences when they fail to follow and live up to the high standards expected of all members of the school
- Pupils/students understand mobile phones are expected to turn off their mobile phones before entering the school site and not access them, at any point, whilst on the school site. If phones are seen or heard at any point during the school day they will be confiscated and placed in reception. Parents will be informed, and parents will be asked to collect the phone from school when there are repeated occurrences.

## Exclusions

This can be fixed term or permanent and only the Head (or the Deputy in their absence) can exclude a pupil or student. A decision to exclude permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour framework.
- Where allowing the pupil/student to remain in school would seriously harm the education or welfare of the pupil/student or others in the school (para 11 DfE Guidance 2024).

## Suspension/Exclusion will be considered when:

- There is an assault (or attempted assault) on a member of staff or pupil/student.
- A pupil/student is in possession of a weapon or prohibited substance.
- There is extreme rudeness/abuse towards a member of staff.
- Damage to property
- Sexual Misconduct
- An item is used to threaten or harm
- A previously agreed contract has been broken.
- There is significant or persistent defiance/disruption.
- There is repeated refusal to accept sanctions (detentions, displacement, or unit referral).
- Serious and unacceptable behaviour causing distress to pupils/students (for example, cyberbullying/ racism/homophobic bullying).
- Serious and unacceptable behaviour causing distress to staff.

**A pupil/student dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded.**

Pupils/students may be withdrawn from lessons whilst an incident is fully investigated and to ensure that exclusion does not take place in the 'heat of the moment.'

Pupils/students will be given an opportunity to provide statement(s) and 'when establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Parents will be informed of any exclusion by telephone and a letter will also be sent home.

#### Fixed Term Suspension and Sixth Day Provision

(see Trust Suspension and Exclusion policy for template letters).

A pupil/student can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to exclude a pupil/student will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

In the majority of situations fixed term suspensions will be between one to five days; work will be set by the school during this period. Pupils/students who are excluded for a period of six days or longer will be provided with alternative educational provision, which will normally be off-site.

#### Reintegration Interview

A reintegration interview will be arranged with the parent/carer during or following the expiry of any exclusion. The aim of the reintegration interview is to assist in the reintegration of the pupil/student and promote the improvement of his or her behaviour.

The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

#### Suspensions/Exclusions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities'. Pupils/students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty.
- A reasonable adjustment duty.

To prevent discrimination, the WLP will not treat pupils/students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification.

To prevent discrimination, the WLP will not fail to take reasonable steps to ensure that disabled pupils/ students are not placed at substantial disadvantage, in comparison with pupils/students who are not disabled, without justification.

### Reasonable Adjustment and Justification

Each school will make 'reasonable adjustments' to the application of the behaviour framework. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion.

Reasonable adjustment can be taken in the form of:

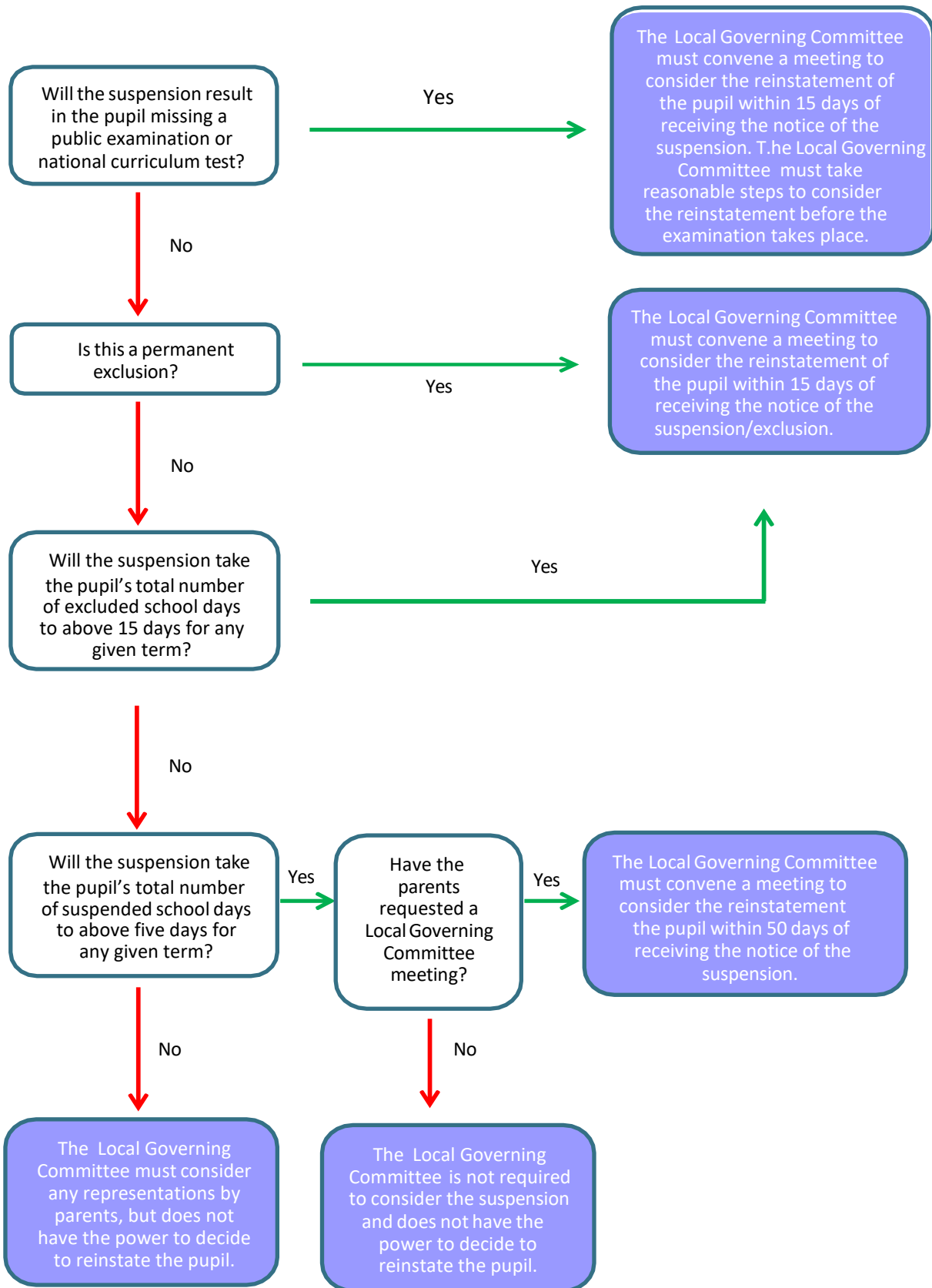
- Use of individual behaviour plans (IBPs).
- Friendship circles, buddy, mentor.
- Adaptations to timetable including alternative provision off-site.
- Internal exclusion.
- Inclusion in an intervention programme.
- Support from the Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENSS), Child Adolescent Mental Health Service (CAMHS).
- Managed moves.

'The exclusion rates for certain groups of pupils/students are consistently higher than average. This includes pupils/students with SEN; pupils/students eligible for Free School Meals; looked after children; and pupils/students from certain ethnic groups. The ethnic groups with the highest rates of exclusion are Gypsy/ Roma; Travellers of Irish Heritage; and Black Caribbean communities. In addition to the approaches to early intervention set out above, the Executive Headteacher/Headteacher/Head of Schools should consider what extra support might be needed to identify and address the needs of pupils/students from these groups to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities.

### Suspensions/Exclusion Appeals and Reviews

Fixed-term suspensions and permanent exclusion letters include details of all appeal procedures. Where the Executive Headteacher/Headteacher/Head of School has permanently excluded a pupil/student, the Governing Committee will consider reinstatement of the pupil/student within 15 school days of receiving notification.

The Governing Committee's duty to review the Executive Headteacher/Headteacher/Head of School's exclusion decisions is summarised below:



This process is in line with statutory guidance from the DfE. Should a Governing Committee decide not to reinstate a permanently excluded pupil/student, parents may appeal that decision within 15 school days.

The appeal will be heard by an independent review panel.

An independent review panel cannot make the Governing Committee reinstate a pupil/student but may direct the Governing Committee to reconsider its decision.

Template Suspension/Exclusion letters can be found in the Trust Suspension and Exclusion Policy.

## **Staff**

When a member of staff feels that they require support with a group they should initially speak to their line manager.

Leaders should support all members of their team in issues of classroom management.

This may involve peer observations within a subject, key stage, or phase to share good practice; meeting with the parents of a demanding pupil/student; and or temporarily removing a pupil/student who is not responding.

There will be an opportunity for staff to request behaviour management training support through the Trust's bespoke CPD pathways.

## **Physical Restraint and Use of Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils/students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil/student from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

### **Incidents of reasonable force must:**

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents/carers

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

### **Searching, screening, and confiscation**

Searching, screening and confiscation are conducted in line with the DfE's latest guidance on searching, screening, and confiscation.

### **Confiscation**

Any prohibited items found in a pupil/student's possession as a result of a search will be confiscated. These items will not be returned to the pupil/student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils/students after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a pupil/student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher/Headteacher/Head of School, or by the Executive Headteacher/Headteacher/Head of School themselves.

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

An authorised member of staff of a different sex to the pupil/student should not carry out a search without another member of staff as a witness.

If the authorised member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the Executive Headteacher/Headteacher/Head of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil/student. During this time, the pupil/student will be supervised and kept away from other pupils/students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil/student is in possession of a prohibited item, or any item identified in the school rules for which a search can be made, or if the pupil/student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils/students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil/student, for example on a school trip.

### **Before carrying out a search the authorised member of staff will:**

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils/students or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil/student
- Explain to the pupil/student why they are being searched
- Explain to the pupil/student what a search entails– e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out

- Give the pupil/student the opportunity to ask questions
- Seek the pupil's/student's co-operation

If the pupil/student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the select appropriate [Executive Headteacher/Headteacher/Head of School/Designated Safeguarding Lead (or deputy)/pastoral lead], to try to determine why the pupil/student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil/student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil/student from harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

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

**'Outer clothing' includes:**

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

**Searching pupil/students' possessions**

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

- Desks
- Lockers
- Bags

A pupil/student's possessions can be searched for any item if the pupil/student agrees to the search. If the pupil/student does not agree to the search, colleagues can still carry out a search for prohibited items identified in the school rules.

An authorised member of staff can search a pupil's/student's possessions when the pupil/student and another colleague are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the Designated Safeguarding Lead (DSL)**

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil/student was in possession of a prohibited item.

- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items including incidents where no items were found, will be recorded in
- the school's safeguarding system.

### **Informing parents/carers**

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

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

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil/student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Consistency**

"The key characteristic of the successful framework is the consistency with which staff, having agreed a framework, apply it" (OFSTED) It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils/students can gain a clear idea of the boundaries, and so that they have a sense of 'justice' as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

## **Appendix A: Individual School Guidance**

Further guidance for Trust schools can be found on the Trust Website [www.wlp.education](http://www.wlp.education) or by clicking on the link below.

### [Behaviour and Rewards Guidance](#)

- Melbourne Primary School
- Pocklington Junior School
- Stamford Bridge Primary School
- Woldgate School and Sixth Form College

**Appendix B: Pupil Behaviour Risk Audit Template**

**Pupil Behaviour Risk Audit**

Pupils Name:	
Year Group:	
Audit undertaken by:	

<b>Describe the severity of the risk</b>
--

EVIDENCE				
Behaviour	When (Time of day; potential triggers)	Most at Risk	Potential of Harm (No Harm, Harm, Serious)	Wha happened

Assessment completed by: Signed:  
 Date of assessment: Review date: .....

## Appendix C: Pupil Behaviour Risk Assessment Template

### Pupil Behaviour Risk Assessment

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

<p><b>What health and safety hazards arise or could arise from the behaviour of this pupil? (including trigger points, time of day they may occur and any pattern to behaviour)</b></p>          
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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:**

Assessment completed by: ..... Signed: .....  
Date of assessment: ..... Review date: .....

## Appendix D: Example Reintegration Plan following a suspension

Pupil Information	
Name of Pupil	
Year Group/Class	
Date of Exclusion	
Date of reintegration	
Staff Present	
Parents/carers present	
Purpose of reintegration meeting: The purpose of the reintegration meeting is to welcome the pupil back into school, review the reasons for the suspension, and agree on a plan to support the pupil in making a positive return to the school community.	
<b>1. Reason for the exclusion</b>	
Brief Description of the incident(s) leading to the suspension:	
<b>2. What Should have happened?</b>	
Pupil Comments:	
<b>3. Support and Interventions</b>	
Support strategies to let the pupil reintegrate successfully:	
<b>4. Goals and targets</b>	

Specific goals/targets for the student to work towards (e.g., improved behaviour, regular attendance, completing assignments):

**5. Parent(s)/Carer(s) involvement and support**

Agreed actions for parent(s)/career(s):

Signatures: I confirm that I understand the reason for the exclusion, the expectations for behaviour moving forward, and the support that will be provided to ensure a successful return to school.

Pupil Signature		Date	
Parent/Carer signature		Date	
Staff signature		Date	

## Appendix E: Example Behaviour Plan Behaviour Plan

Key Information	
Name of Child	
Date plan was written	
Date for review	
Teacher/Class Staff	
SENDCo/Inclusion Lead	
Other Professionals involved (e.g., Educational Psychologist, Speech & Language Therapist): Children's social care, educational psychologist	
Parent/Carer Contact	
The behaviour plan is intended to help staff to de-escalate potentially volatile situations and help her to regulate their emotions to avoid becoming overwhelmed.	
Strengths and Interests	
* can demonstrate that she is a caring and considerate young person. She takes an interest in others and engages in conversation when she feels secure and at ease. She has a strong enthusiasm for creative activities, particularly crafts, and finds enjoyment in hands-on projects. Additionally, she loves spending time outdoors and actively participates in sports-based activities	
Possible triggers / things to note:	
Assigning her simple tasks Encouraging her to remain seated Providing clear and straightforward instructions Engaging in verbal or physical conflicts with other children Tasks that require extended focus and concentration Changes in her regular adult support Lunchtimes – consistent support is essential	
Possible signs that * is becoming anxious:	
Awkward laugh Avoid eye contact Going silent	
Responses for adults to avoid	
Confrontation Getting too close A strong tone of voice or body language Too many members of staff involved Saying too much – simple sentence	
Current provision and successful strategies	

Reduced timetable (afternoons only 12:40-3pm)

1:2 adult support in an afternoon

Supervised lunchtime (12:40-12:55pm)

Settling in activity

Short burst activities – low demands

Supervision during Friday assembly

Supervision during golden time on a Friday

Brain breaks

Fidget toys

Individualised reward system

## Appendix F: Example Behaviour Response Chart

Behaviour Response Chart: The chart below outlines common behavioural responses along with effective strategies that have been successful in providing support. It is structured in a staged approach, categorising behaviours into green, amber, and red to reflect levels of escalation. Corresponding to each stage are strategies designed to help the child regain a calm and safe state.

ALL adults working with \* to ensure that they have read and are familiar with any changes that have been put in place.

Behaviours	Possible Adult Responses
High Level Shouting, banging, kicking, throwing things, ignoring adults, and running off.	<ul style="list-style-type: none"> <li>• * is likely to run off.</li> <li>• Encourage her to access her safe space. Allow her time to calm down with minimal discussion. Explain that you are still there- 1 adult to deal with situation.</li> <li>• If * is not acting in a safe manner, the other children may need to be removed.</li> <li>• Any discussion about behaviour should wait until calm and listening.</li> <li>• When you see that she is calm, distraction can be used.</li> <li>• will need time to regulate so should not be expected to return to class directly after calming down from an 'event' but allow several minutes to reregulate before entering the classroom again.</li> <li>• During 'calming down' time, do not discuss sanctions. Once reflecting, talk about</li> <li>• the sanctions.</li> </ul>
Medium Level Noises/shouting, disturbing others, refusing to follow instruction but still choosing to remain in classroom.	<ul style="list-style-type: none"> <li>• Stay calm and avoid confrontation.</li> <li>• Distract * by creating a positive role for her to take and lead her away from the</li> <li>• current situation. "I need your help...."</li> <li>• Offer 2 choices: Let's writing this sentence or let's draw a picture. Let's go outside or let's read a book.</li> <li>• Humour to move on</li> <li>• Planned ignoring</li> <li>• Use the zones of regulation</li> <li>• Change of face – ask another familiar adult to support instead.</li> </ul>

<p>Low Level</p> <p>Fidgeting, not wanting to sit with others, not listening, not sitting down and uncooperative</p>	<ul style="list-style-type: none"> <li>• Positive language to reinforce previous good progress 'You did so well at this last time...'</li> <li>• Refer to reward chart.</li> <li>• Offer a spontaneous brain break if * is not focused or struggling to concentrate.</li> <li>• Offer alternative place to work 'I wonder if we need somewhere a bit quieter. Let's try outside the classroom'</li> <li>• Take * for a 5 min brain break (use scheduled times unless additional is needed) away from current environment.</li> <li>• When coming back in from lunch, ensure * has a settling in activity which will allow her to regulate after lunchtime.</li> <li>• Offer options so she feels like she has some control over things.</li> <li>• Use a timer to show time allocated for each activity e.g.) 5-minute brain break or 10-minute written task.</li> </ul>
<p>GOOD to GO!</p>	<ul style="list-style-type: none"> <li>• *can ask to go to the toilet but will be supervised.</li> <li>• * is able to choose the order of her afternoon tasks.</li> </ul>