

Relationships and Behaviour Policy



Contents

Statement of Intent	2
Our Vision.....	2
Beliefs and Principles	2
A Trust-wide approach to behaviour	3
The school relationships and behaviour curriculum.....	4
Relational Approaches	5
Positive Recognition.....	5
Addressing Inappropriate Behaviour with Dignity.....	6
The Impact of Disruption for children and young people.....	6
Four Key Elements	7
The Role of School Leaders	8
The role of staff.....	8
The role of pupils	8
The role of parents and carers*	9
Behaviour expectations and pupils with Special Educational Needs and Disability (SEND).....	9
Responding to incidents of misbehaviour	10
Restorative Practice	10
Use of consequences	11
Incidents of a serious nature: what the law allows	11
Detentions.....	12
Matters considered when imposing detentions.....	13
Power to use reasonable force	13
Searching and confiscation	13
Suspected criminal behaviour.....	14
Child-on-child abuse and harassment.....	14
Suspension and permanent exclusion	15
Behaviour outside of school premises and online.....	16
Monitoring and evaluating school behaviour.....	16
Appendix 1: Infant School Reward Systems	17
Appendix 2: Junior School Reward Systems	18
Appendix 3: Infant School Behaviour Triangle.....	19
Appendix 4: Junior School Behaviour Triangle	20
Appendix 5: Infant School Escalation Cycle	21
Appendix 6: Junior School Escalation Cycle	22

Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Beliefs and Principles

At TEACH Trust, **we deeply value the importance of relationships and their impact on the well-being and learning of both children and staff.**

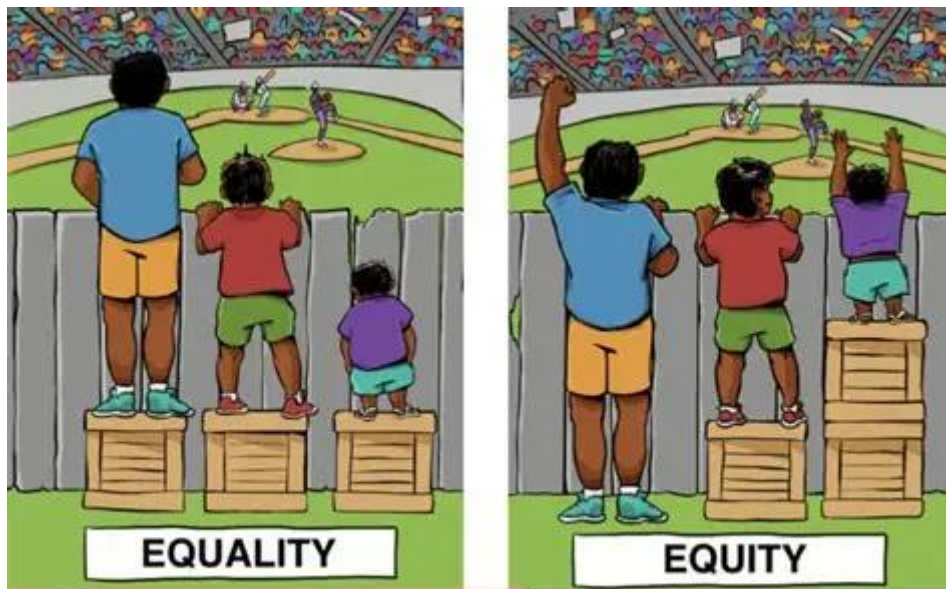
We strive to create a nurturing environment where safe, trusting connections can flourish—allowing children to feel secure and form meaningful bonds with staff, peers, and the wider school community.

Our staff are committed to being emotionally and physically present, showing genuine interest in each child's experiences. We respond with authenticity and care, always aiming to build strong, relational connections.

Whether we are forming new relationships, strengthening existing ones, or repairing those that need attention, we are continuously working to ensure every child feels seen, heard, and valued.

At TEACH Trust, we believe that each child in our school is unique and will require differentiated systems, some needing more support than others. We are aware that being fair does not mean giving everyone the same thing (equality) but giving everyone what they need (equity) with appropriate support.

'There is no equality in treating everyone equal.'



TEACH Trust understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn't have done something and were perfectly capable of acting differently.

Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The big challenge is figuring out why the child's stress is so high.

(Essex Trauma Perceptive Practice Manual)

A Trust-wide approach to behaviour

TEACH schools are Rights Respecting schools and the United Nations rights of the child will be upheld through the school day. A collectively agreed charter sets well-defined expectations, key behaviours, rules and routines. These will be displayed throughout the school and consistently used by all adults and pupils. Rights Respecting language must be applied at all times.

Everyone is expected to treat one another with dignity, kindness and respect so that both pupils and staff can thrive, achieve and build positive relationships between themselves.

The purpose of the policy is to ensure:

Consistent language and consistent response: simple, clear and high expectations reflected in all conversations about behaviour.

Consistent follow up: ensuring 'certainty' in the classroom, in the playground, and senior leadership level.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent, simple charters and expectations referencing promoting appropriate behaviour.

Consistent models of emotional control: emotional restraint that is modelled and not just taught, pupils are never 'shamed', teachers as respectful role models for learning, teachers learning alongside pupils

The school relationships and behaviour curriculum

The TEACH Trust behaviour curriculum defines the expected behaviours in school. It is centred on what Rights Respecting behaviour looks like and defines it clearly for all parties. Children are taught the key habits and routines that contribute to a calm environment. This develops a positive culture where all pupils feel safe and able to learn and staff feel supported and able to teach.

At all of our schools, we teach, model and live the UNCRC and all our school charters focus on four Trust-wide rights:

All children have the right to play and learn (Articles 13, 23, 28, 29, 31)

All children have the right to be safe (Articles 11, 19, 20, 24, 27, 33, 34, 37, 39)

All children have the right to respect and dignity (Articles 16, 17, 23)

All children have the right to share their views (Article 12).

In order to ensure that all children receive these rights, we have the following expectations for both our infant schools:

- 1) Look at and listen silently to the person speaking.
- 2) Follow instructions right away.
- 3) Let others get on with their learning.
- 4) Respect each other.
- 5) Use manners and be polite.
- 6) Have kind hands, feet and words.

We have the following expectations for both our junior schools:

- 1) Give your silent attention.
- 2) Follow instructions straight away.
- 3) Allow everyone to get on with their learning.
- 4) Respect everyone.
- 5) Use manners and be polite.

Consistent and clear language, informed by the Rights Respecting approach, is used when praising positive behaviour and addressing misbehaviour.

Relational Approaches

In order to forge safe, supportive relationships, schools will apply a range of approaches including, but not limited to, the following:

- The class teacher is not just an educator, they are the champion for every child in their class, ensuring that every child is seen, supported and given the best chance to thrive.
- All other adults are champions for specific individuals, dependent on needs.
- Every child, every day, is greeted on their entry to school.
- Every child, every day, being welcomed into school/class by their teacher.
- Morning and afternoon check-ins, in which each child's emotional readiness to learn is informally monitored.
- Extended check-ins to support transitions to/from school that span longer periods of time, such as school holidays.
- Follow-up, same-day support for children whose emotional readiness to learn is of concern.
- Wellbeing focus sessions at the beginning of the academic year, and termly thereafter, including ongoing regular PSHE lessons.
- Regular opportunities in which children learn to recognise, respond to and regulate their emotions through activities and guided conversations (e.g. Trickbox and Stormbreak).
- Each class has a worry box which children can use to discreetly request support.
- Allocated time every Friday in which every child has an opportunity to review the week, thinking about their learning and their emotional wellbeing.

Positive Recognition

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition provides an opportunity for all staff to reinforce the schools' Rights Respecting culture and contributes to building positive relationships.

Approaches include:

- Good to be Green cards are used to celebrate and reinforce positive learning behaviours (junior schools)
- communicating praise to parents via phone call, written correspondence or a positive postcard;
- certificates awarded in celebration and values assemblies;
- whole-class or year group rewards,

- stickers and personalised reward charts;
- house point system (junior schools)
- sparkle time (infant schools)
- classroom-based rewards

Addressing Inappropriate Behaviour with Dignity

It is the positive feedback and encouragement and the building of self-esteem above all else that makes our Relationship and Behaviour Policy work. All staff must recognise and encourage choices of good behaviour. It is also important that all staff respond consistently to behaviour, endeavouring where possible to follow the advice of Paul Dix (2017):

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.'

When children make mistakes with their behaviour, there has to be a consistent approach to dealing with these to ensure the same consequence is happening in each class and in all year groups. There also has to be the opportunity, where possible, for children to learn from their behaviour.

The Impact of Disruption for children and young people

At TEACH Trust, we understand that trauma can significantly affect a child's development and overall functioning. Traumatic experiences may include repeated bullying, bereavement, physical, sexual or emotional abuse, domestic violence, serious accidents, medical interventions, or the impact of a parent's physical or mental health. We also recognise that trauma can begin even before birth—this is known as *in utero* trauma.

To support our children effectively, we use a shared language and framework for identifying appropriate interventions. This helps ensure that all staff can respond with understanding, consistency, and care.

“Trauma experienced in childhood can have the most adverse consequences when cognitive functions and central nervous systems are still developing and maturing.”

Psychological trauma. Van der Kolk (2023)

Trauma can significantly impact a child's development. It may disrupt sleep patterns, coordination, sensory processing, heart rate, and breathing. Executive functioning can also be affected, making it difficult for the child to problem-solve, self-regulate, and form positive relationships. Children who have experienced trauma may struggle with trust, and often experience feelings of anxiety or shame. We recognise the central role of relationships in healing, the profound effects of fear and perceived threat, and understand that children often express their needs and emotions through their behaviour.

“Trauma is defined as an experience where the person is terrified and powerless and then overwhelmed. It is not so much about what has happened to them but how that impacts.”

Betsy de Thierry - Teaching The Child On The Trauma Continuum (2015)

Four Key Elements

Know each child’s story

We take time to understand each child’s unique life journey, beginning from pregnancy onwards. We approach this with curiosity, seeking to learn more so we can provide the best possible support. We pay close attention to any relational disruptions, Adverse Childhood Experiences (ACEs), or signs of toxic stress. As relational adults, it is vital that we understand each child’s individual stressors and what helps them feel calm and secure.

Increase felt safety

Our staff work intentionally to create a sense of felt safety for every child. From the moment children arrive, they are welcomed warmly and given opportunities to check in throughout the day. Staff are mindful of their tone of voice—keeping it calm and reassuring—and use open, warm body language. By modelling appropriate responses and maintaining a consistent, nurturing presence, we help children feel safe and supported.

Soothe the Alarm

When a child becomes overwhelmed by emotions, they are supported by a trusted adult who can offer calm and stability. These adults act as co-regulators, helping children return to a state of calm through connection and reassurance. We use co-regulation strategies such as sensory breaks and quiet time to help children manage their emotions and feel grounded, adhering to the School Escalation Cycles (appendix 5 and 6)

See the Child

At TEACH, we honour and acknowledge each child’s lived experiences. We respond with kindness, empathy, and a focus on connection. Children are given quality time with adults who are emotionally and physically attuned to their needs. We want every child to know they are valued as individuals, and we consistently show them unconditional positive regard.

The Role of School Leaders

The Headteacher is ultimately responsible for implementing measures which secure acceptable standards of behaviour.

School leadership is highly visible, with leaders routinely engaging with pupils, 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. The leadership team ensure 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 pupils to participate in creating the culture of the school.

School leaders organise appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This includes ensuring that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health problems may, at times, affect a pupil's behaviour.

Special provision is facilitated by school leaders for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where it is necessary, extra support and training is provided for pupils who arrive at the school with additional needs or circumstances.

The role of staff

Staff have an important role in developing a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should teach and model expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The role of pupils

All pupils are expected to demonstrate Rights Respecting behaviours so that all pupils can learn in an environment that is calm, safe, supportive and where everyone is treated with dignity and respect. To achieve this, every pupil is made aware of the school expectations and restorative processes.

Through regular pupil conferencing and surveys, pupils are expected to provide honest feedback on the school's behaviour culture.

The role of parents and carers*

The role of parents is crucial in helping our schools develop and maintain good behaviour. To support the school, parents are encouraged to familiarise themselves with the schools' relationships and behaviour policy and where possible, take part in the life of the school and its culture.

*Henceforth, any reference to the term 'parent' is inclusive of 'carers' and anyone else with parental responsibility

Parents have an important role in supporting the schools' policy. The school will make parents aware when their children are exceeding or not meeting behavioural expectations and parents should support the schools' relationships and behaviour policy by having equally high expectations of behaviour outside of school.

Parents should maintain positive relationships with the schools. Where appropriate, parents are expected to engage positively with any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place and reintegration meetings.

Through regular surveys and other opportunities for communication with the schools, for example, parent consultations and parent forums, parents are expected to provide honest feedback on the schools' behaviour culture.

Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)

Our schools consider how a whole-school approach can meet the needs of all pupils in the school, including pupils with SEN or a disability so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Some behaviours are more likely to arise from certain types of SEN or disabilities. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. Where a pupil's SEND may impact on standards of behaviour, the graduated approach is used to assess, plan, deliver and review support provided.

The law requires flexibility in how to meet these needs. In particular:

- schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEN; and
- if a pupil has an Education, Health and Care Plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.

As part of meeting any of these duties, where appropriate, the school will anticipate likely triggers of emotional dysregulation leading to misbehaviour and put in place support to prevent these.

Responding to incidents of misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond in accordance with this school relationship and behaviour policy. Their priority should be to ensure the safety of pupils and staff; to restore a calm and orderly environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

It is important that all staff across a school respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be taken into account. De-escalation techniques should be used to prevent further behaviour issues arising and recurring. Where necessary, sanctions should quickly follow the incident.

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

The school may decide that a child needs a bespoke behaviour plan, to help manage their behaviour in a consistent and effective way. The school will use either a Behaviour Support Plan (BSP) or a Pastoral Support Plan (PSP). A PSP will be used if the child is at risk of suspension or exclusion due to ongoing behaviour incidents. The BSPs and PSPs will always be shared with the parents and the parents will sign them each time they are updated. These plans will be updated at least once every half term.

Restorative Practice

Alongside relational skills, all staff are trained in how to hold an effective restorative conversation. Three key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

1. What happened? (Storytelling)
2. Who has been affected by this? (Impact – including feelings)
3. What needs to happen now? (Solution focus)

Restorative Practice, Mark Finnis (2021)

The TEACH Trust aims to take a restorative approach to resolving conflict between children and preventing harm. It is a highly effective best practice to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

The adult mediates and gets a full understanding of what happened and helps children to identify how they felt and what they can do differently next time. With this increased understanding, the

child responsible for harm is more likely to learn from the incident and accept the consequence [however serious].

There is good evidence that restorative practice delivers a wide range of benefits for schools. A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

Use of consequences

Setting limits on behaviour and reaffirming expectations within the context of a positive relationship is a core part of the restorative approach. We use protective and educational consequences to support the child and those that may have been affected by behaviours. A protective consequence is the removal of a freedom to manage harm. An educational consequence is the learning, rehearsing or teaching so the freedom can be returned.

Examples of consequences	
Protective consequences	Educational Consequences
Adjusted supervision Limited access to outside spaces Support in social situations Differentiated teaching space Differentiated resources	Verbal reprimand A yellow card warning being given, using the Good to be Green system (junior schools) The child's peg being moved down (infant schools – please refer to Appendix 1 and 3) Learning the relevance of, and completing tasks Rehearsing and practising behaviour expectations Assisting with or planning for repairs Opportunities to increase understanding Conversation and exploration Opportunities for reparation and making amends

Incidents of a serious nature: what the law allows

If there is a serious example of behaviour, either in class or in the playground, the Senior Leadership Team [SLT] will be involved, as per the School Behaviour Triangle (see appendices).

Under the direction of the Headteacher, school staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the member of staff can impose a sanction on that pupil.

Staff can sanction pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits. Staff can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

The Headteacher will consider whether a sanction is proportionate in the circumstances of the case and consider any special circumstances or protected characteristics relevant to its imposition. The decision about whether and, if so, how to sanction needs to be taken in a way that is consistent with the usual duties that the school has under the Equality Act 2010.

Detentions

The Headteacher can decide which members of staff can put pupils in detention. A detention is a period of time where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break and can be used as an effective deterrent to future misbehaviour. In junior schools only, a detention may take place after the end of the school day.

If a detention is deemed an appropriate sanction, the pupil will receive further guidance about 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. They may also be offered support where necessary or given the opportunity to inform the school of any perceived obstacles to their improvement, such as their home circumstances.

What the law allows:

Teachers have authority to issue detention to pupils, including same day detentions. A detention outside normal school hours (junior schools only) will be lawful, and does not require parental consent, if it meets the following conditions:

- the matters considered when imposing detentions (below);
- the pupil is under 18;
- the Headteacher has communicated to pupils and parents that detentions outside school session may be used;
- the detention is held on any school day where the pupil does not have permission to be absent;
- the detention is held on weekends during term time - except a weekend during, preceding or following the half term break; or
- the detention is held on non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

Matters considered when imposing detentions

School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities, which mean that the detention is unreasonable;
- whether the detention timing conflicts with a significant mental or physical health appointment;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.
- If imposing a lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Power to use reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. For further information on this, see the TEACH Trust Physical Intervention Policy.

Searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments in which pupils can learn and thrive.

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written agreement from the pupil. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

The Headteacher will ensure that a sufficient number of staff are present during any search and that the rights of all those involved are observed.

In the event of such incidences, appropriate sanctions will be applied in consultation with other services where necessary.

If staff have reasonable grounds for suspecting a pupil is in possession of a 'prohibited item', Headteachers and authorised school staff may use such force as is reasonable given the circumstances to conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and e-cigarettes, fireworks, explicit 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.

In the event of incidences in which prohibited items or those banned under school rules are found in a pupil's possession, appropriate sanctions will be applied in consultation with other services where necessary. Furthermore, where prohibited items are found in a pupil's possession, the designated safeguarding lead will be informed and an assessment of risk undertaken in line with the school safeguarding policy.

Suspected criminal behaviour

In cases when a member of staff or Headteacher suspects criminal behaviour, the school will:

- 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;
- document all investigations and make every effort to preserve any relevant evidence;
- make a decision as to whether to report to the police and, if so, ensure any further action they take does not interfere with any police action taken;
- retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

If the alleged perpetrator of the crime is less than ten years of age, below the age of criminal responsibility, the police will take a welfare approach. When making a report to the police, it will often be appropriate to make, in tandem, a report to local children's social care. As set out in Keeping Children Safe in Education, it would be expected in most cases that the Designated Safeguarding Lead (or Deputy DSL) would coordinate the response.

Child-on-child abuse and harassment

Schools will not tolerate any form of child-on-child abuse or harassment. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse. This can lead to children accepting it as normal, and not coming forward to report it. Staff are trained and are proactive in looking for and identifying potential indicators that abuse may have taken place. Staff actively encourage children to report incidents of child-on-child abuse or harassment. Pupils are consulted to provide school staff with feedback on any issues they face in the school and to allow school staff to gain a more accurate picture of what goes on in school between pupils. With the support of the victim, we fully investigate all reports of child-on-child abuse, regardless of if it takes place on school premises, or in the wider

community. Parents are made aware of any incidents of child-on-child abuse and harassment and we encourage working closely with parents. We liaise with outside agencies to ensure that support is given to the victims and perpetrators and follow up all investigations by outside agencies. (see TEACH Trust Child Protection Policy and KCSIE)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment.

Headteachers can make the decision to 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. (See appendices 5 and 6)

The circumstances that may warrant a suspension or permanent exclusion adhere to the DfE statutory guidance:

[Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671112/suspension-and-permanent-exclusion-guidance.pdf)

In the event of a suspension, the following actions will be taken:

- Headteacher, or the Deputy Headteacher, will phone the parents and inform them of the decision and outline the reasons;
- a letter to the parents will be given to outline the reasons for the suspension;
- work will be sent home to complete for the period of the suspension;
- the suspension will be recorded on the school management information system and the reason given;
- where relevant, social workers and virtual school heads are informed if a child in their care has been excluded;

- local authorities are notified of all suspensions immediately;
- a reintegration meeting will be held with the child and their parents, with minutes taken, when they return to school; and
- the child will be supported on a behaviour support plan to reduce the risk of further suspensions.

Behaviour outside of school premises and online

Headteachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable, in accordance with the school behaviour, rewards and sanctions system.

Conduct outside the school premises and online conduct that teachers might sanction pupils 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 pupil 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.

Monitoring and evaluating school behaviour

TEACH Trust schools have strong and effective systems for monitoring and analysing data in relation to behaviour incidences. Data is regularly reported to Trustees and the DfE and is used to ensure accountability and inform improvements to school practices. A centralised electronic platform (MyConcern) is used to efficiently track behaviour incident data to ensure the application of this policy is manageable for all staff. Analysing the data by protected characteristic and using those findings to inform policy and practice, ensures TEACH Trust schools meet our duties under the Equality Act 2010.

Date: September 2025

Date of next review: September 2026

Appendix 1: Infant School Reward Systems

TEACH Trust schools aim to implement a positive ethos and create a climate where praise and encouragement far outweigh the need for sanctions.

Infant schools operate a 'Reach for the Stars' reward scheme for all children. Each week, all children start on the 'sun'. If a child follows the Classroom Charter, demonstrating rights respecting behaviour, then an adult can ask them to move their peg up to the 'rainbow'. Finally, if the excellent behaviour continues then the child can move their peg onto the 'shooting star'. During Sparkle Time, on a Friday, children with their peg on the 'shooting star' choose their activity first, followed by the children with their peg on the 'rainbow' and so on. At the end of each day, any pegs that are on the 'thinking brain', which is kept on the teacher's desk, will be returned to the 'sun', ready for a fresh start the following day. In KS1, children miss one minute of the next break/playtime or Sparkle Time (on a Friday afternoon) every time their peg is moved down and in Early Years, children miss one minute of their next Discover and Explore session every time their peg is moved down.

Further rewards that may be used alongside the 'Reach for the Stars' scheme are as follows:

- Positive comments given verbally to a child/written on their learning.
- Stickers given for good learning/appropriate behaviour.
- The class character can be taken home.
- Certificates awarded in assemblies across the week.
- Positive postcards are sent home to let parent(s)/carer(s) know 'good news' about their child, to acknowledge kindness, respect and care shown to others in the school community.
- Contacting parent(s)/carer(s) directly to let them know about the excellent behaviour.
- When necessary, individual reward charts are used for some children.

Appendix 2: Junior School Reward Systems

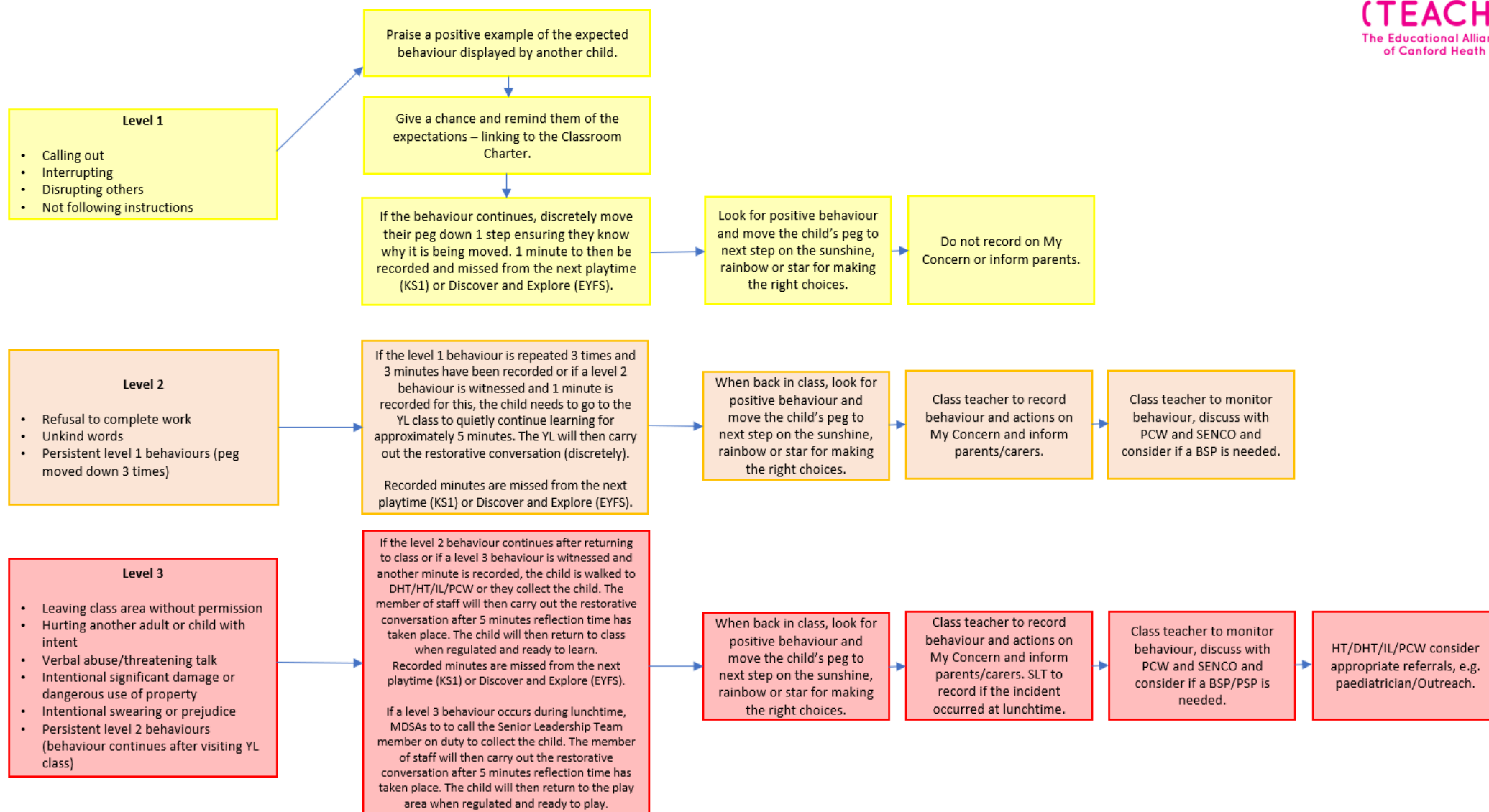
Junior schools operate a House Point reward scheme: children are allocated to a house when they start at the school and they remain in this house throughout their time at this school. House captains are elected from Year 6 each year using a democratic voting system which involves all pupils and staff across the school. House points are awarded to children when they have made a great effort, produced an excellent piece of work (appropriate to their ability) or made a great contribution to the school community. Any member of staff can award these house points. The house captains total the house points at the end of each week and announce the results at a whole school celebration assembly, giving particular thanks to children who have earned 5 or more house points. House points are accumulated throughout the year and certificates are issued during celebration assemblies which parent(s)/carer(s) are invited to. The certificates are issued as follows:

Bronze certificate	20 house points
Silver certificate	40 house points
Gold certificate	60 house points
Platinum certificate	80 house points
Head teacher award and special pen	100 house points

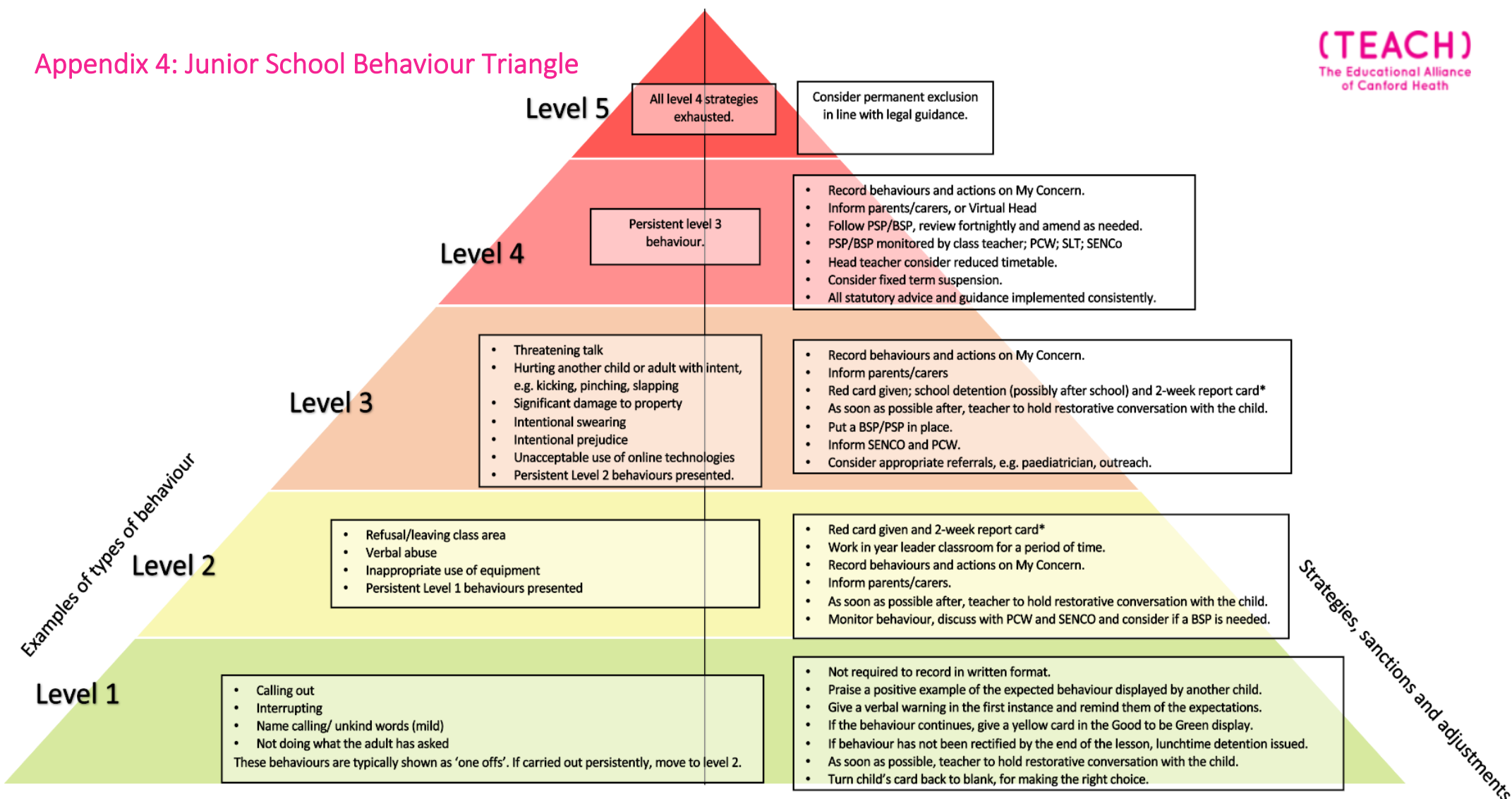
Further rewards used alongside the House Point scheme are as follows:

- Teachers identify pupils within each class who have demonstrated rights respecting behaviour and one of our school values. These children are presented with a 'Values' certificate and celebrated during assemblies.
- Good to be Green system is used to celebrate and reinforce positive learning behaviours.
- Teachers use the homework diaries to communicate good news to parent(s)/carer(s).
- All staff who supervise play ensure that children are recognised for positive behaviour and conduct at lunchtime.
- Positive postcards are sent home to let parent(s)/carer(s) know 'good news' about their child, to acknowledge kindness, respect and care shown to others in the school community.
- Verbal praise, thumbs up, stickers, Good to be Green chart or other teacher-led rewards will also be given to praise pupils for their positive contributions.
- Throughout the year, children's positive behaviour is celebrated as part of our year group, awards and celebration assemblies.
- Class-based systems such as keeping tally of points to achieve a target or prize.

Appendix 3: Infant School Behaviour Flowchart

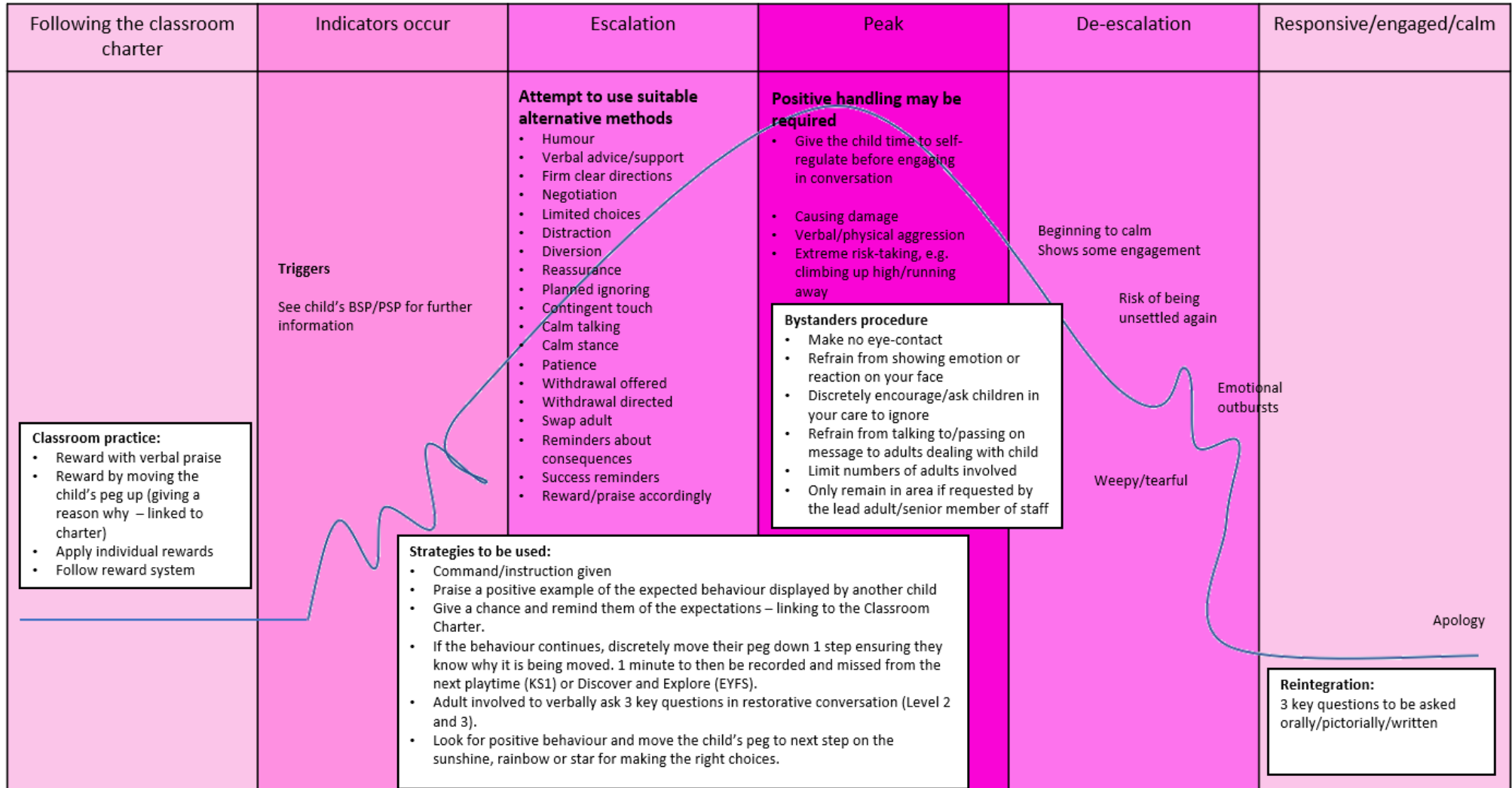


Appendix 4: Junior School Behaviour Triangle

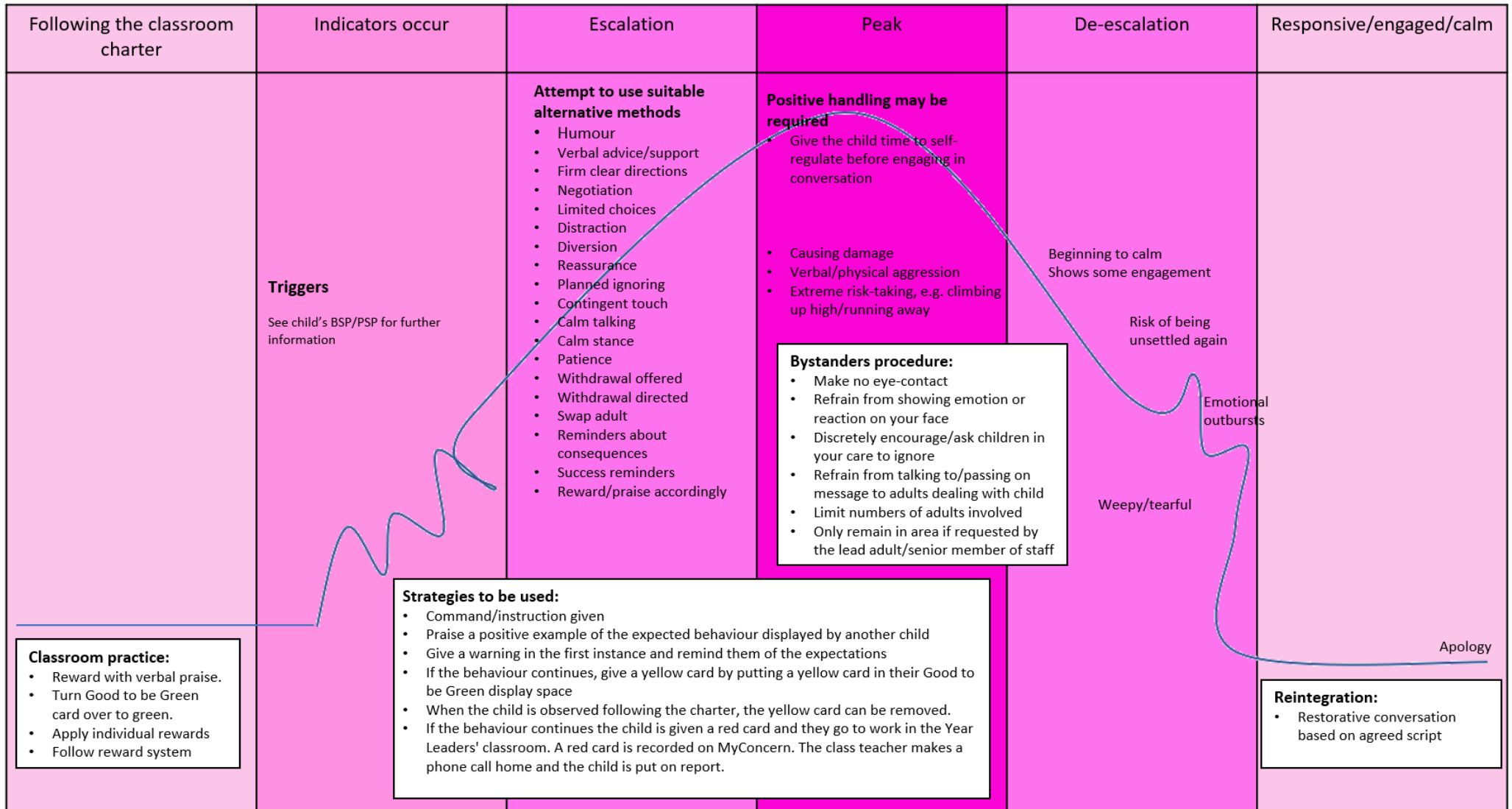


*If a child's behaviour is tracked on report more than once in a half term, the procedure is escalated as follows: report 1 (white) monitored daily by class teacher; report 2 (yellow) monitored daily by year leader; report 3 (red) monitored daily by HT/DH. All reports are shared on a daily basis and signed by parents as acknowledgement.

Appendix 5: Infant School Escalation Cycle



Appendix 6: Junior School Escalation Cycle



Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	
	Staff	✓
	Parents/Carers	
	Local Authority	
	Trade Unions	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	N
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	Y
Vulnerable	Y
Traveller, migrant, refugees and people seeking asylum	N
EAL	Y

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	Y	Access arrangements vary for children with specific needs
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Y	As per annually published DfE statutory guidance
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	