

# BEHAVIOUR & FUNDAMENTAL VALUES POLICY

This section should be completed following ratification of the Policy.

|                        |                                                                                          |
|------------------------|------------------------------------------------------------------------------------------|
| Audience               | Trust Leaders, All staff & All Parents                                                   |
| Ratified               | July 2026                                                                                |
| Other Related Policies | Anti-Bullying Policy, Safeguarding & Child Protection Policy & Critical Incidents Policy |
| Policy Owner           | Executive Team & Performance Committee                                                   |
| Review Frequency       | Annually in September                                                                    |

## Ownership

Preston Hedges Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, [catherine.gautrey@prestonhedges.org](mailto:catherine.gautrey@prestonhedges.org) to whom any change requests or queries should be directed.

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## 1. Aim

The overriding aim of the Preston Hedges Trust is to have a pro-active approach to behaviour and values within our schools, that creates a strong and positive culture and ethos where inappropriate pupil behaviours are less likely to happen, and where children have an exceptionally positive attitude towards the school, their learning and others.

Through our strong values based curriculum and systems, we will promote the highest levels of citizenship to ensure that our pupils have the attitudes and approaches to be properly prepared for their future life in society. This will enable them to fulfil a positive role within society as tolerant, respectful and socially responsible young people and adults.

We begin this work with our children as soon as they enter our schools in Reception. This ensures a consistent set of expectations throughout our schools.

In line with Keeping Children Safe in Education September 2026, a copy of this policy is given to new staff and volunteers upon induction alongside other key policies.

Where there is a safeguarding concern alongside any behaviour incident, Principals will work alongside the DSL/DDSL to ensure safe and effective application of the policy including consideration to accessing external agencies.

The Trust Behaviour & Fundamental Values Policy has due regard for all relevant legislation and statutory and non statutory guidance including but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Principals and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2024) 'Mobile phones in schools'
- Children's Wellbeing and Schools Act 2026

## **2. Positive Behaviour Management**

The following strategies are used to encourage children to behave appropriately:

- A curriculum that is tailored to the learning needs of all pupils including those with SEND.
- The provision of a positive, calm and happy environment
- Clear expectations communicated regularly.
- Praise, praise, praise.

- A positive approach taken with pupils.
- A 'values'-based curriculum that encourages and rewards children for demonstrating the school's fundamental values.
- A 'values'-based rewards system, which is adapted to meet the needs of the local community and appropriately reflect the age of the children.
- Rewards to recognise and celebrate children which have demonstrated that they have embodied the school's expectations and values superbly.
- Pupils' academic achievement valued through presentations and quality displays.
- Celebration assemblies that value effort and achievement in and outside of school.
- Sharing successes, however small, with other adults, parents and the wider community.
- Pupils will be made aware of the pastoral support in place to help them manage their behaviour and how to engage with those structures when needed.

**We:**

- Relate in a calm and quiet manner. We do not shout at children.
- Trust, listen, give a chance, encourage, praise, and respect every child and each other.
- Treat everyone with courtesy.
- Are consistent.
- Recognise children's fears and challenges.
- Are positive and show that we care.
- Do not jump to conclusions, but deal with each incident afresh.

- Do not humiliate children.
- Do not use group punishments to highlight the behaviour of an individual
- Give access to the full curriculum at all times and do not use it as a sanction (e.g. missing PE).
- Do not use extra work as a punishment (e.g. more mathematics).
- Do not use corporal punishment under any circumstance.

### **3. De-Escalation Strategies**

Where unacceptable behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route. Unless doing so creates a risk to their personal safety or that of their peers or staff.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

#### **4. Expectations of Behaviour**

- The highest standards of politeness and courtesy.
- Respect for other people, children and adults, and their beliefs and values
- Respect for different views, race, culture, beliefs and property
- To try our best at whatever we do.
- To get on well with each other by listening to what others have to say and helping each other wherever possible.
- Respect for property of our schools and others and the wider environment.
- Support and co-operation from parents/carers in regard to our behaviour management

We regularly promote positive behaviour through bespoke Well-Being and Personal, Social and Health Education & Citizenship (PSHE) curriculum, thematic assemblies, individual, group and whole class discussions. Relationships Education is taught schools through a thorough curriculum which supports our children to prepare for the next stage of their life. In addition, we teach, practise and reinforce whole school expectations and address current issues within the class through activities and discussions, which supports the development of the whole child. Underpinning this is our Trust Relationships Curriculum

#### **5. Fundamental Values**

Our Fundamental Values are designed to promote citizenship and equip our children with the positive behaviours required for life in modern society. The Trust recognises that each school has their own individual communities and therefore the values of each school are unique, they are decided in conjunction with the local community. The values of each school are fundamental and are interwoven into the culture and ethos of the school; they are taught and embedded through the curriculum and through focused assemblies. Each school decides how to recognise their children's achievements against the values, to reflect the uniqueness of their

local community. To ensure that each local community is aware of the values and how to achieve them, information is detailed on individual school websites.

## **6. Unacceptable Behaviours**

At Preston Hedges Trust, we have extremely high expectations of behaviour. These are reinforced throughout the school year, by using whole school assemblies to remind pupils of expectations, discussions in class to create and revisit class charters, and the use of circle time and reflection time within sessions to discuss and evaluate the expectations the school and its pupils have of themselves and others.

We believe that some behaviours are unacceptable. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Please see our Anti-Bullying Policy.
- Physical violence and aggression – or the threat of this (physical intimidation)

- Fighting
- Swearing, spitting, name calling, shouting and insults
- Zero-tolerance approach to sexual violence and sexual harassment. Please see of our Safeguarding & Child Protection Policy for more information.
- Using technology to threaten, upset, humiliate or offend another person in or out of school
- Dropping litter
- Vandalism, (within the classroom and outside)
- Disturbing other people who are learning, including regular low-level disruption
- Continuous disruption to learning which occurs over time and which has a negative impact on the classroom ethos and learning
- Persistent refusal to follow adult instruction
- Verbal abuse
- Any form of bullying
- Possession of a banned item such as an offensive or lethal weapon in school, be it real or imitation, such as a knife or gun, images or an illegal substance (list in our Safeguarding Policy & Child Protection Policy)
- Racism
- Theft

The approach of the Trust, demonstrated within all our schools, is one of prevention and active discouragement of inappropriate behaviour and bullying through our values-based curriculum, positive behaviour systems and consistent methodologies.

Whilst every effort is made to prevent any inappropriate and unacceptable behaviour, where it does occur, the following procedures will be followed:

(The following procedures may be adapted as appropriate for individual incidents)

## **7. Approach to Behaviour Incidents**

### **7.1 Children with SEND**

Where pupils are identified as having Special Educational Needs (SEND), schools will consider whether the pupil understood their misbehaviour and whether it is appropriate to impose a sanction.

Where sanctions are imposed, schools will consider what support to offer following the sanction.

We will always endeavour to anticipate likely triggers of misbehaviour in such pupils and provide appropriate support.

### **7.2 Stage 1**

#### **Very minor incident (Teacher and Child)**

A very minor incident involves a discussion between the child and a member of staff, with a reminder of school expectations, and a chance for the pupil to reflect over a full or part of a break or a lunchtime if the behaviour continues, this will progress to Stage 2.

### **7.3 Stage 2**

#### **Small Incident (Teacher and Parent)**

This involves a one-to-one consultation between the child and a member of staff. Incidents on the playground are reported to the child's class teacher or they have noticed a pattern of behaviours within lessons. Parents are contacted and the incident is recorded on Arbor. The pupil will be given opportunity to reflect on their behaviour over a period of breaks and lunchtimes. The child's class teacher should make every effort to resolve the situation before passing it to Phase Leaders or Senior Leaders

### **7.4 Stage 3A**

#### **Behaviour warranting Leadership Intervention (Phase or Senior Leader and Parent)**

The child is referred to the relevant Phase or Key Stage Leader/Senior Leader and the child's behaviour is monitored over an agreed period of time. The child may be removed from the situation, or the situation removed from the child, at this point if the behaviour has occurred on the playground the child may be 'zoned' for an appropriate period of time. At this stage teacher concerns are shared within the 'Pastoral' slot of a staff meeting so that all staff are briefed and can give support to the child. Parents are kept fully informed and involved. The class teacher will then have responsibility for monitoring any day-to-day arrangements which are put in place for the child.

#### **7.4.1 Stage 3B**

**Behaviour warranting further Leadership Intervention and potentially external support. Vice Principal or Principal must lead Stage 3B sanctions. (Vice Principal or Principal and Parent)**

If the child is referred again or a significant incident takes place, then the matter is reported to the Principal or other members of the school's Senior Leadership Team (where the previous stages cease to be followed). A telephone call is made to the parents informing them of the situation and inviting them to visit the school for a discussion. This is recoded on Arbor, where the action is recorded, and a date noted to review its success.

A pastoral support plan may be set up in consultation with the parents and child. The incident will be recorded on a **Arbor** and a support plan is put in place. The school will consider seeking support from appropriate external professionals or agencies if appropriate.

#### **7.4.2 Stage 3C**

**Internal Report (Vice Principal or Principal and Parent)**

If the unacceptable behaviour continues and it seems that the support plan is having little effect, the child will go on report (at an age-appropriate level), to a member of the school's leadership team. The child will be given clear targets as to what is expected of them. They will be monitored by the leader at the end of every lesson. It may also be appropriate for the child to undertake part of their learning outside the classroom to limit any potential disruption. Following the end of the report period the child will go on to a daily report before the sanction is removed. Parents will be asked to sign the report weekly. The school will consider seeking support from appropriate external professionals.

## 7.5 Stage 4

### **Internal Suspension (Principal and Parent)**

If unacceptable behaviour continues the child's provision will again be reviewed and the parents will be contacted.

If this behaviour continues during lessons an internal suspension may be given for a fixed period.

Where the school may decide to remove pupils from the classroom for a limited period for an internal suspension, the pupil will be moved to a room or space that is:

- In an appropriate area of the school where there is no risk of disruption to the learning of other pupils
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

## **8. Suspension and Managed Moves**

### **8.1 Factors to consider when suspending a pupil**

- Allow the pupil the opportunity to present their case once evidence has been collected.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and **whether suspension is serving as an effective sanction.**

- Take into consideration whether all alternative solutions have been explored pursuant to the school's Behaviour policy.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

## **8.2 Steps to reduce the risk of suspension**

The principal will pro-actively consider what extra support may be available for vulnerable pupil groups whose suspension and exclusion rates are higher, to reduce their risk of suspension or exclusion, including the following:

- LAC
- Pupils eligible for FSM
- Pupils with SEND
- Certain ethnic groups

The Principal will consider avoiding excluding LAC, those with SEMH issues or pupils with an EHC plan.

**Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Principal,** who will instigate a multi-agency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where a pupil has an EHC Plan the Principal will consider whether to request an emergency review for a pupil with an EHCP at risk of suspension.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then suspension or exclusion may be considered.

**In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be suspended or excluded before the graduated response process has been completed.**

Where a pupil with SEND or SEMH issues is excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Principal will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

### **8.3 Off-site direction**

The school will consider the use of off-site direction where interventions and targeted support have not been successful in improving a pupil's behaviour. Off-site direction will be used to arrange a time-limited placement at alternative provision or another mainstream school, with the aim of supporting behavioural improvement and successful reintegration.

Where a pupil attends another school under an off-site direction arrangement, the school will ensure that attendance is recorded in accordance with statutory requirements, including the use of the appropriate attendance code.

Where appropriate, the school will prioritise in-school interventions and targeted support, including support from alternative provision providers, to meet a pupil's individual behavioural, educational or SEND needs before considering an off-site placement.

Off-site direction may be arranged on a full-time basis or as part of a blended provision combining attendance at alternative provision with continued attendance at the school. Before any placement begins, the school will agree a proposed maximum duration and will consider future options, including reintegration arrangements or, where appropriate, a managed move following review of the placement.

The Trust Board will comply with all relevant legislation and statutory guidance relating to off-site direction and alternative provision arrangements.

The Trust Board, through the performance Committee will ensure that all off-site direction arrangements have clear objectives, specified timescales and appropriate monitoring arrangements. Parents, carers, pupils aged 18 or over and, where applicable, the LA for pupils with an EHC Plan, will be notified in writing of the placement as soon as reasonably practicable and no later than two school days before the placement begins.

Written notification will include:

- The address where the educational provision will be delivered.
- The name of the person to whom the pupil will report on first attendance.
- The duration of the placement.
- The reasons for, and objectives of, imposing the requirement.
- Details of the daily timetable, including session times and breaks where applicable.

The Performance Committee will keep the placement and reintegration arrangements under regular review for the duration of the off-site direction. Review meetings will take place at intervals determined by the needs of the pupil.

Written invitations to attend review meetings, or to submit written views, will be issued to parents, carers and, where applicable, the LA at least six days before the meeting. The school will seek to arrange review meetings at a date and time that is reasonably convenient for those invited to attend.

Following each review meeting, the Performance Committee will determine whether the placement should continue and, if so, for how long. Review arrangements, including the date of the next review and the individuals who should be involved, will be agreed and recorded.

Review meetings may involve the pupil, parents, school staff and relevant agencies, including social workers, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH), Youth Justice Teams and the LA where appropriate. The school will maintain written records of all reviews and ensure that reviews take place frequently enough to assess whether the placement is achieving its intended outcomes.

The Principal will notify parents, or pupils aged over 18, in writing of its decision following each review meeting, including whether the placement will continue, the duration of any continuation and the reasons for the decision. This notification will be issued no later than six days after the review meeting.

Throughout any period of off-site direction, the school will seek to ensure that the pupil continues to receive a broad and balanced curriculum while interventions are delivered to address behavioural concerns. Where a pupil has a disability or special educational needs, the school will continue to fulfil its duties under the Equality Act 2010 and the Children and Families Act 2014, including making reasonable adjustments and providing appropriate support.

The duration of any off-site placement will be determined by the individual needs of the pupil and the extent to which the placement supports positive behavioural outcomes.

Before any off-site direction begins, the school and the receiving school will ensure that all relevant information is shared, including attainment information, assessment data, risk assessments, safeguarding information and effective support strategies. The LA will also be involved where appropriate.

The school will ensure it can demonstrate that appropriate early intervention and support have been implemented before an off-site direction is arranged. This may include multi-agency involvement, targeted interventions and relevant statutory assessments. Effective information sharing between the school, the receiving school and other relevant agencies will take place before the placement begins to ensure that the pupil's welfare, safety and educational needs are fully supported.

#### **8.4 Alternative measures**

Before taking a final decision, the Principal will consider whether it is in the best interests of all parties to initiate off-site directions or managed moves as alternative measures to suspension or exclusion.

### **8.5 Off-rolling and unlawful suspension**

The Trust will ensure that all suspensions and permanent exclusions are carried out in accordance with relevant legislation and statutory guidance.

The school will not use informal or unofficial exclusions. Where a pupil is required to leave the school site or is prohibited from attending school on disciplinary grounds, this will only take place through a formal suspension or permanent exclusion process. This includes suspensions of part of a school day.

All suspensions and permanent exclusions will be formally recorded and communicated to parents in writing.

The school **will not** suspend or permanently exclude a pupil for unlawful reasons, including because:

- The pupil has SEND that the school considers difficult to support.
- Of the pupil's academic attainment or ability.
- A parent or pupil has not complied with a condition that is not lawfully required for reinstatement following a suspension.
- A parent or pupil refuses to agree to a managed move.

The school will not engage in practices that could constitute off-rolling. Off-rolling occurs when a pupil is removed from the school roll, or encouraged to leave the school, without following the appropriate legal processes and where this is primarily in the interests of the school rather than the pupil.

Examples of practices that the school **will not** use include:

- Pressuring or encouraging parents to remove their child from the school, including through elective home education, to avoid a suspension or permanent exclusion.
- Directing a pupil to alternative provision where this is not in the pupil's best interests.
- Sending a pupil home without formally recording the absence as a suspension.

- Placing a pupil on a part-time timetable for disciplinary reasons without appropriate justification and oversight.
- Removing a pupil from the admission register other than in accordance with the relevant regulations.

Parents who believe that suspension or permanent exclusion procedures have not been followed, or who feel they have been pressured to remove their child from the school, may raise their concerns through the school's Complaints Policy and Procedure.

### **8.6 Suspensions**

The Government and LA suspension procedures will be adopted.

When one of the Trust's schools suspends a child for a fixed period, this will be followed by a reintegration meeting that will be held at that school, prior to the child's return; parents will be expected to attend.

The Principal of a school may also, in extreme circumstances, suspend a pupil without prior completion of all the above stages detailed from 7.2. Parents have the right of appeal to the Trust Appeals Committee in relation to any suspension which is always seen as a last resort.

All suspensions will be reported to the CEO and the Performance Committee of the Trust.

In instances where a Trust school feels that it would be entirely inappropriate for a child to continue at the school, the Principal would offer the child's parents the possibility of a managed move to a different school outside of the Trust.

### **8.7 Managed Moves**

Where it is thought to be in a pupil's best interest to transfer them to another mainstream school permanently, the Principal will discuss this with Chief Executive Officer and then with the parents of the pupil, and the LA if the pupil has an EHC plan. Managed moves will only go ahead with the voluntary agreement

of all parties involved, including the parents and the admission authority of the new school.

**A managed move is a permanent transfer to another mainstream school** as part of a planned intervention and will only be used where it is considered to be in the pupil's best interests.

The school will ensure that detailed records are kept of any decision to initiate a managed move, including evidence that appropriate initial intervention has been carried out. This may include evidence of multi-agency support and any relevant statutory assessments where appropriate.

The school will participate in information sharing with the pupil's new school, including sending data on prior and current attainment, academic potential and any risk management strategies. Information sharing will also include safeguarding information, current risk assessments and advice on effective ongoing risk management and pupil support strategies where appropriate.

The school will also cooperate with the pupil's new school to create an effective integration strategy.

Where a pupil has an EHC plan, the school will liaise with the LA before a managed move is agreed and will follow the relevant statutory procedures for amending the plan where required.

**The school will not use trial managed moves.** Where a temporary placement at another school is required to support a pupil's behaviour, this will be arranged through off-site direction.

Parents who have concerns that a managed move is being forced on them or who are unhappy with a managed move will be referred to the Trust Complaints Policy

## **9. Separation of pupils for safeguarding purposes**

In exceptional circumstances, the school may temporarily prevent a pupil from attending the school site for safeguarding reasons. This may be necessary where

allegations or concerns relating to the safety or welfare of pupils require one or more pupils to be separated while risks are assessed and managed.

Any decision to temporarily prevent a pupil from attending the school site for safeguarding reasons will not be treated as a suspension or permanent exclusion and will not be recorded as such.

Such decisions will be made on a case-by-case basis, led by the DSL or a deputy, and informed by professional judgement, relevant safeguarding guidance and, where appropriate, advice from external agencies such as children's social care or the police.

The school will inform parents of the reasons for the arrangement as soon as reasonably practicable and will notify the Chief Executive Officer of the Trust without delay. The Trust Performance Committee will ensure that this measure is used only in exceptional circumstances where separation is necessary and cannot reasonably be achieved while allowing all pupils to remain on the school site.

In making any decision to separate pupils for safeguarding purposes, the school will have regard to its duties under safeguarding legislation and guidance, including Keeping Children Safe in Education, the Human Rights Act 1998 and the Equality Act 2010.

Where a pupil is unable to attend the school site for safeguarding reasons, the school will work with the LA, parents and other relevant agencies to ensure that suitable education is arranged in accordance with statutory requirements.

## **10. Physical Restraint**

Please see our Physical Intervention Policy for a detailed overview of our approach to Physical Intervention.

## **11. Online Behaviours**

In the event that inappropriate behaviour towards another has taken place using technology, the school will follow the procedure detailed in the Antibullying Policy and Online safety Policy to support actions which may

ultimately be taken under this policy. The school has a right to follow the procedures detailed in the stages above, even if the event took place on personal technology used outside of school

## **12. Off-site Behaviours**

Our approach to behaviour incidents may also be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Our approach may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Our Behaviour and Fundamental Values Policy will only be applied on school premises or elsewhere when the child is under the lawful control of the staff member (e.g. on a school-organised trip).

## **13. Lunchtimes**

The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour, with the appropriate points in the stages above being applied.

If the behaviour is persistent at lunchtime a fixed term suspension from lunchtimes may well be given, with a reintegration meeting arranged with the parents and child following the conclusion of the suspension. This meeting occurs before the child can return to a school at lunchtimes so that all concerned

understand that a repeat of the behaviour could result in permanent suspension from lunchtimes, although this can only be a maximum of 15 days.

#### **14. Malicious Allegations**

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Further information on this matter can be found in our Child Protection & Safeguarding Policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, an appropriate referral may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

All complaints against staff will be dealt with in accordance with the trust Complaints Procedure.

#### **15. Critical Incidents**

If a critical incident stems from a significant breach of the Trust's Behaviour Policy, the Trust's Planned Response within its Critical Incident Policy will be adopted. In such instances other agencies such as the police may assume overall management of the incident. At all times in such circumstances, the individual school's Leadership Team will work together with support of the Trust. The community should be aware that if the incident was related to unacceptable behaviour, we will use this policy following the management of the incident.

## **16. Critical Incidents**

The Trust Performance Committee are responsible for monitoring significant incidents of behaviour that occur and reviewing the effectiveness of this policy.

An overview of significant behaviour incidents at each school will be provided to the Committee at each meeting by the CEO.

Each school should maintain incident logs relating to Hate Crime and Discriminatory behaviour which are checked and signed by the Executive Principal or CEO termly. The log should contain details of any incidents at Stage 4 and above.

Complaints about behaviour will be dealt with in accordance with the Trust Complaints Procedure.

The Principal is responsible for the implementation of this policy and for ensuring that procedures outlined are followed. They will ensure that all children know our behaviour expectations and values.

The Principal will ensure that all staff receive sufficient training to be able to fulfil our positive behaviour management expectations and that staff are also equipped to deal with behaviour incidents.

The Senior Leadership team of the school will regularly analyse behaviour patterns within their school.

This embedded analysis of data enables leaders to respond strategically to trends and patterns by putting in place actions to address them.

Staff are responsible for the well-being of pupils in their care and for following up incidents of behaviour and recording and reporting to Senior leaders. Staff must support all children in their care, establishing a climate of trust and respect for all. By praising, rewarding, and celebrating the success of all children, we aim to prevent inappropriate behaviour

**The Preston Hedges Trust is proud of our children and the way that they behave.**

## **17. Training**

Our staff are provided with training on managing behaviour as part of their induction process.

If required staff will be provided with specific restraint training.

All leaders within the school are available at any time to provide support and advice in relation to behaviour management.

This will also form part of continuing professional development.

## **18. Pupil Support (Victim & Perpetrator)**

The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Leadership team of each school will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

The school will always ensure that support is provided not only for the perpetrator of any incidents but for the victim too.

The victim in any situation will always be treated with support and respect and school leaders will take steps to ensure that they feel safe and supported.

These might include:

- A named adult/leader/member of the Safeguarding or pastoral team to provide 1:1 support through regular drop ins or pastoral support.
- A review of any areas of school or times in the day where they do not feel safe or supported with a trusted adult.
- Reassurance from a trusted adult/appropriate staff member to affirm to them that they were the victim and that school leaders have taken steps to ensure this will not happen again.

Where appropriate school leaders will follow the Safeguarding and Child Protection Policy to ensure any additional concerns and support are provided by external services.

The school will also seek to provide any support internally or from external professionals which are requested by the family.

#### **19. Independent review panel.**

The Trust will review the decision not to reinstate an excluded pupil if the parents submit their application for this within the required time frame.

The Trust will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity
- A current or former Trustee who has served for at least 12 consecutive months in the last 5 years
- A Principal or Executive Principal or individual who has been a Principal within the last 5 years

Parents are required to submit their applications within:

- 15 school days of the notification of the decision.

- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing board's initial consideration of the exclusion.

A review will take place within 15 school days of the parents' application for a review being made.

Parents can request that independent review panels take place via remote access.

The Trust will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance.

## **20. Appointing a SEND expert**

If requested by parents in their application for an independent review panel, the Trust will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The Trust will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the Trust, school, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the Trust.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the Trust will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the Trust, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil. The Trust will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the Trust to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert.

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