



POLICY AND PROCEDURES
FOR PROMOTING POSITIVE ATTITUDES, VALUES AND
BEHAVIOURS

RESPONSIBILITY: SCHOOL LEADERSHIP TEAM (SLT)

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Job title	Vice Principal
Date	September 2025
Next Review Date	September 2026
Review Frequency	Annually
Approving Body/Committee	SLT and Governors
Target audience	Staff, Students, Parents

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Introduction

This document is a statement of the aims, principles, procedures and strategies for promoting positive attitudes, values and behaviour at The Royal School. It also sets out procedures for managing unacceptable behaviours and attitudes.

The Legal Framework

Section 89 of **The Education and Inspections Act 2006** establishes that governors must make, and from time to time review a written statement of general principles to guide the Principal in determining measures to promote good behaviour and discipline and the well-being of the children in their schools. This must be communicated to all children, school staff and parents. It also gives Principals the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

The Education and Inspections Act 2006

Provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

The Children Act 1989

Under this a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

The Equality Act 2010

Introduced a public sector Equality Duty with which schools are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

The Malicious Communications Act 1988

Although bullying in itself is not a specific crime, under the act it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

The 2011 Education Act

Provides for Principals and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

Keeping Children Safe in Education 2025

This is statutory guidance from the Department for Education (the department) issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015.

The policy is reviewed annually, usually at the start of the academic year. The executive summary defines the outline of the document, its purpose, rationale, key principles and broad actions (aims) as well as Governors' level of monitoring and evaluation of the effectiveness of the internal management and delivery of the policy and its practices.

The views of parents and pupils are sought through questionnaires and feedback following significant incidents.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- > [Behaviour in schools: advice for principals and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)

- > [Keeping Children Safe in Education 2025](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Purpose

The purpose of this document is to:

- Outline our commitment as a school community to promoting positive behaviour and strong supportive relationships.
- Provide environments where learning and teaching are effective and create positive impact for the individual and the whole community.
- Give clear definitions of desirable and unacceptable behaviour.
- Outline our recognition for both positive and negative behaviour detailing the rewards and consequences (sanctions).
- Provide a clear framework of procedures.
- Promote good and consistent practices in behaviour management.

Aims

- To encourage a calm, purposeful, happy and safe atmosphere within our school.
- To develop a real understanding of personal rights and responsibilities.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To promote respect for all and an intolerance of poor behaviour, bullying and any form of harassment.
- To highlight our school values of respect, community, initiative, trust and risk in our everyday approach to positive behaviour management.
- To promote increasing independence, personal behaviour management and self-regulation so that each child learns to accept responsibility for his/her own behaviour.
- To promote proper regard for healthy relationships, pupil to pupil; adult to pupil; pupil to adult.
- To reinforce the difference between right and wrong through healthy choices.
- To have a whole school, consistent approach to behaviour with parental cooperation and involvement.
- To agree boundaries of acceptable behaviour clearly and to ensure safety through an ongoing process of consensus around class and school codes and consequences.

This document is written for the benefit of all members of the Royal School community, for all to understand the policy of the school and to apply it consistently, fairly and to promote equality.

The Policy applies when the pupil is in school but also when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or to behaviour at any time, whether or not the conditions above apply, that:

- 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.

Principles

The principles that underpin our schools' high-quality learning environments are our five core values of Trust, Respect, Initiative, Community and Risk.

Related documents:

- Safeguarding policy
- Curriculum Policy (including Learning, Teaching and Assessment)
- Inclusion and SEND Policy
- PSHE Policy
- Home School Agreement

Roles and Responsibilities

Pupils' responsibilities are:

- To be organised - wear necessary kit, take letters home promptly, return reading books regularly, complete homework on time, keep homework in good condition
- To know and follow the class and school codes of conduct
- Take more responsibility for their learning as they get older.
- Understand and regulate their own responses to their environment and relationships
- Develop and use skills to manage their feelings and emotions in an age-appropriate way.
- To report any concerns to an appropriate member of staff

Parents' responsibilities are:

- To show an interest in all that their child/children does/do at school
- To be aware of and support school rules and expectations
- Attend progress meetings, review meetings and assemblies
- To support all home learning activities
- To support the school's framework for social education
- To support the school in implementing and maintaining the policy and the home-school agreement
- To provide a good example for behaviour at home
- To ensure good attendance (98%+) and punctuality at school
- To take family holidays outside term time.
- To support the school uniform guidance
- To keep school informed about any change in family/personal circumstance or behaviour of their child/children which may impact on their school experiences
- To accept responsibility for the conduct of their children at all times

Teachers and Teaching Assistants' responsibilities are:

- To create a consistent and safe learning environment
- To teach positive behaviour through the language of choice
- To teach respect by treating children with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships
- To use consequences and sanctions clearly and consistently
- To liaise with pupils' tutors, class teachers, Heads of House and where relevant the SENCO in order to update them on individual children's needs.
- To monitor and address lateness and attendance in a supportive manner
- To keep a record of behaviour for children in their class who need additional levels of support.
- To actively support and monitor behaviour through any active provision maps.

Middle leader's responsibilities are:

- To provide clear leadership and support for the class teachers in implementing policy
- To liaise with and support staff
- To liaise and communicate with parents and the Vice Principal (SLT as required)
- To contribute to the implementation of behaviour management systems
- To share good and effective practice.
- To uphold systems for dealing with behaviour issues.

Vice Principals and Deputies responsibilities are:

- To provide clear leadership and support for the school's behaviour policy.
- To liaise with and support middle leaders, SENCo, SLT and staff
- To liaise and communicate with parents and SLT as required
- To ensure the school's policies and processes are being carried out consistently and to good effect.
- To foster, lead and sustain an atmosphere of positive relationships and effective communication
- To access relevant external and additional resources in order to meet children's more complex behaviour needs
- To share good and effective practice.
- To uphold systems for dealing with serious and persistent behaviour issues.

The SENCO's responsibilities are:

- To liaise and communicate with staff and parents in line with the school's system for behaviour management.
- To support the teachers in setting, reviewing and implementing provision map targets at review meetings.
- To access relevant external and additional resources in order to meet children's more complex behaviour needs.

The Principal's responsibilities are:

- To ensure the health, safety and welfare of all children in the school by:
 - Monitoring and implementing strategies which secure high standards of behaviour and attendance
 - Supporting staff in the implementation of the policy
 - Reporting to governors on the effectiveness of the policy
 - Making informed decisions about suspensions or permanent exclusions

Prefects and duty staff responsibilities are:

- To help to maintain a calm, safe and orderly environment throughout the break and lunchtime periods.
- To build positive relationships with all children, treating them in a fair and consistent way.
- To liaise with the pastoral staff to keep up to date with individual children's needs.
- To inform staff about any emerging and potentially serious relationship issues.
- To inform class/form tutors if children have caused conflict or not shown respect for midday supervisors' or duty staff's requests.

Governors' responsibilities are:

- To work with the Principal, leaders and staff in formulating, implementing and monitoring the behaviour policy
- To ensure the school's behaviour policy promotes and achieves positive behaviour

- To support the Principal in the monitoring of attendance and exclusions of different groups of pupils including Looked After Children and those from ethnic groups
- To form a Governors' Discipline committee which meets on a regular basis
- To recognise the qualities and abilities of interviewees in following the requirements of the Behaviour Policy and the Safer Working Practices during the recruitment and selection processes
- To take account of the physical requirements of maintaining behaviour when planning structural changes to the school and its environment
- To ensure that resources in school meet and support the behaviour policy

What staff do to encourage good behaviour:

- Use designated and planned class time to discuss and explore issues related to positive and expected behaviour
- Have clear expectations of good behaviour and positive attitudes – set shared and agreed boundaries and consequences, as devised, described and displayed in school and class codes
- Discourage unsociable behaviour by providing mutual respect
- Encourage self-regulation in all pupils - that is taking responsibility for their own actions and understanding and respecting others
- Set high standards of positive and healthy relationships in school
- Involve pupils in decision making by holding regular school council meetings
- Praise good behaviour both privately and publicly (through the school's behaviour systems)
- Be positive role models
- Offer guidance to children including praise and encouragement
- Offer a curriculum designed to motivate and engage each child
- Organise work areas strategically to facilitate independent working, safety and security

What staff do to develop good partnerships with parents

- Demonstrate inclusive attitudes and actions
- Offer regular, informal contact with teachers
- Provide good communication channels including the use of the parent app.
- Highlight the role and effect of our Home School agreement
- Hold regular parents evenings.
- Plan programme of open days, productions and PTA fund raising events
- Provide an induction programme for children entering the school at Year 7 but within the year which involves home visits, where necessary. This includes an extended programme for those few not from our own primary school.
- Welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- Have a clear policy for children with additional needs which involves parents from the outset
- Put procedures in place for the monitoring of homework through Teams

Actions for providing children with opportunities to discuss appropriate behaviour include:

- School councils meet regularly to raise and discuss whole school and/or specific issues
- A programme of Personal, Social and Health Education designed to promote mutual respect, self-regulation and social responsibility in addition to work on relationships and feelings
- A programme of Religious Education which includes ethical and moral issues
- A pastoral programme delivered through tutor time activities and discussions.

Unacceptable behaviour, including bullying, discrimination and serious incidents

Although we aim to encourage good behaviour, we recognise that there is a need for sanctions to register the disapproval of unacceptable behaviour.

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be relied on too heavily. At all stages it is important to remind the child of the class and/or school rules and values, and why what they are doing is unacceptable. Children must also be informed about the relationship between their behaviour and the likely consequences.

Individual members of staff use their professional discretion and will take into account particular circumstances when deciding upon the appropriate sanction. The application of sanctions must however be consistent to ensure fairness. The child will always be made aware of a misdemeanour and given the opportunity to make amends, e.g. apologise to someone who has been hurt.

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

Serious misbehaviour is defined as:

- > Repeated breaches of the school rules
- > Any form of bullying
- > Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- > Vandalism
- > Theft
- > Fighting
- > Smoking
- > Racist, sexist, homophobic or discriminatory behaviour

› Possession of any prohibited/banned items. These are:

- Knives or items deemed as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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)

Please refer to **Appendix 1 Sanctions** - procedures for unacceptable behaviour in the Senior School, **Appendix 2** for the Primary.

Mobile Phones

Students are permitted to bring mobile phones to school, for the purpose of travelling to and from the site each day. Once in school, phones should be switched off and placed in bags. If a student is seen using a mobile phone during the day the following procedure will be followed:

Occasion 1-3 the mobile device will be placed in reception and the student will serve a same day 30 minute detention. Alternatively a parent or carer can collect the device.

After the 3rd occasion the device will be locked in the safe in reception and returned to the pupil at the end of that week. Parents and Carers will not be able to collect the device before that point. The number of violations re-set each term.

Bullying

The Royal School is totally against any form of bullying or any behaviour that makes others feel uncomfortable. Bullying is a behaviour by an individual or group, usually repeated over time that willfully hurts another individual or group and makes them unhappy.

Bullying can be:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying may not include one off aggressive acts on the spur of the moment, retaliation or accidental hurt caused through thoughtless acts or words.

Pastoral Team will:

- Take all bullying incidents seriously, both of pupils and staff
- Investigate all incidents thoroughly
- Ensure that both victims and bullies are dealt with appropriately in line with this policy
- Keep written records of incidents, actions, outcomes
- Inform staff where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure action is taken to prevent further incidents

Actions may include:

- Students placed on the Child on Child tracker and ‘Stop Agreement’ for a 6 week period
- Verbal and written apology from the bully to the victim and the family of the victim to reassure that such an issue will not happen again
- Inform parents of both bully and bullied
- Provide mentor support for victim and bully

Our commitment to eradicating bullying

Staff want any child who feels they are being bullied to TELL someone. Children are encouraged to;

- Be proud of who they are
- Be assertive - saying 'NO!'
- Walk confidently away
- Go straight to a member of the school staff
- Tell any adult they trust straight away
- Understand that staff will take them seriously and will deal with bullies in a way which will end the bullying and will not make things worse for them.

The Royal staff are committed to achieving our objective and will be vigilant in identifying possible cases of bullying. See appendix for signs to look for.

Staff on playground duty have a responsibility to patrol the area and be vigilant. All pupils, particularly pupils who are known to staff, must be in sight at all times. Duty staff can determine these roles themselves once duty teams have been agreed at the beginning of each year.

Any child reporting any of the bullying behaviours described must be listened to and their class teachers told in order that key patterns can be established.

Children who suffer bullying actions must know that action is being taken against the bully and that we are supporting them and responding immediately.

We have an open approach to discussing concerns which must help to reassure pupils that they are not alone.

Our provision for PSHE in school will be proactive in setting high standards for dealing with relationships and friendships. Guidance and support will be available for dealing with difficult situations appropriate to the age and maturity of the children, also through our PSHE programme.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All instances where reasonable force has been used will be logged on CPOMS and parents notified.

Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed on page 9, 10) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched

- › Explain to the pupil 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 the opportunity to ask questions
- › Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the Vice Principal to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified on pages 9 & 10, 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’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't 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 pupils’ possessions

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

- › Desks
- › Lockers
- › Bags

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

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff 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 was in possession of a prohibited item as listed on pages 9 & 10
- › 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 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.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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

Sanctions 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
- > Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- > It poses a threat or causes harm to another pupil
- > It could have repercussions for the orderly running of the school
- > It adversely affects the reputation of the school
- > The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Vice Principal will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- > Proportionate
- > Considered
- > Supportive
- > Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this 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 (LADO), 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, a referral to children's social care may be appropriate.

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

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- > Restore order if the pupil is being unreasonably disruptive
- > Maintain the safety of all pupils
- > Allow the disruptive pupil to continue their learning in a managed environment
- > Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by members of the extended leadership team and will be removed for a maximum of 1 day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- > Meetings with mentors
- > Use of teaching assistants
- > Short-term behaviour report cards
- > Long-term behaviour plans
- > Pupil support units
- > Offsite direction
- > Offsite isolation
- > Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Principal, or Vice Principal in charge of behaviour acting on the Principals behalf and only as a last resort.

On return from a suspension the pupil and parent or carer will meet with the Principal or Vice Principal to discuss the incident and re-admit the child to school. There may be a period of re-integration to avoid any further issues.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school will always aim to maintain a consistent approach to behaviour across all year groups and phases, however we recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on an individual pupil and on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

At The Royal School, we seek to anticipate and remove triggers of misbehaviour with our proactive approach to supporting pupils with SEND. This includes some of the following:

- › Having a holistic view of each individual pupil
- › Individual and group mentoring and intervention to support with the SEMH needs of our pupils
- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- › Appropriate provision and reasonable adjustments required to meet the needs of an individual pupil
- › Seating plans that take into account of individual pupil's and their needs
- › Adjusting uniform requirements for a pupil with sensory issues or a medical need
- › Support during unstructured times including the use of The Wellbeing Hub
- › Training for staff in understanding a range of SEND needs e.g. ASD, ADHD
- › Use of designated spaces where pupils can regulate their emotions during a moment of sensory overload e.g. nurture room, Wellbeing Hub

- A consistent approach to communicating with a pupil including the use of emotion coaching and restorative conversations
- Use on an ABCD approach to identify a range of triggers that may be causing patterns of misbehaviour

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Where possible, the sanction will include time and space for the pupil to reflect and to be used as a teachable moment. Following any sanction, the school will review the current provision and adjustments in place for a particular pupil to determine if any changes are required to minimise the chance of further behaviour incidents.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies as appropriate.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter (this is Wolverhampton for most pupils with an EHC plan at The Royal School). If appropriate, the school may request an emergency review of the EHC plan.

Discrimination

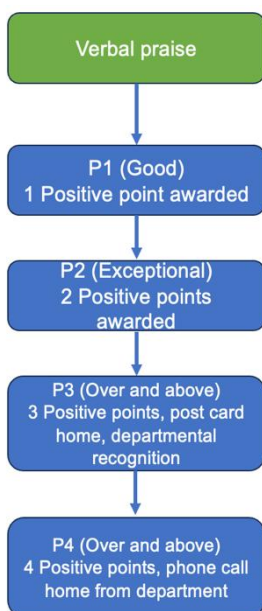
The Royal School is against any form of discrimination, direct or indirect, and is fully committed to ensuring that in our very diverse community, any form of discrimination is dealt with severely and seriously regardless of the level of harm it may cause.

Discrimination can be defined as the unjust or prejudicial treatment of different categories of people.

Any issues of discrimination, as defined in **The Equality Act**, such as racism, homophobia, age, gender, sexual or any other form, will be thoroughly investigated and appropriate sanctions applied. There will also be education and restoration sessions for both the victim and assailant to ensure that harmony is restored and a correction of behaviour is achieved. Discrimination is a behaviour by an individual or group that willfully hurts another individual or group and makes them unhappy. Our main aim is to eradicate any form of discrimination in our community and this is communicated clearly with all students, staff, families and stakeholders of The Royal School Community. Students are encouraged to report any such treatment received or witnessed to a member of staff and these concerns will be passed on to the Senior Leadership Team to be dealt with.

APPENDIX 1 - Senior school

Classroom management procedures (Praise)



P1 - P2 are in class awards

- These link to the already existing Class Charts awards for hardwork, contribution etc. Good = P1, Exceptional = P2.

P3 - P4 special Head of Department & Head of House awards

- Recognised following the lesson with contact home and reason for the award.

Staff will

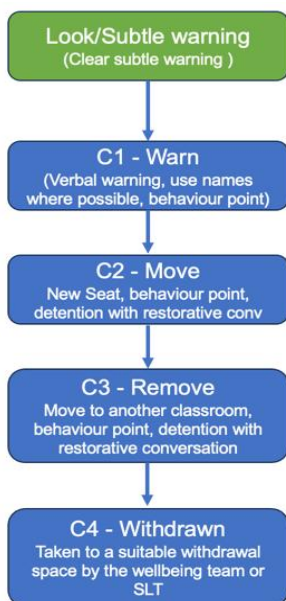
- Go through the system stage by stage.
- Record all instances on CLASS CHARTS.
- Clearly notify students they have received a positive award and explain why.

Other department/House based praise

- Post card home
- Phone call home
- Celebration breakfast
- Certificates in assembly
- Reward Trips
- Badges

Classroom management procedures (Sanctions)

C1 - C3 are classroom management sanctions.



- All carry a negative behaviour points.
- C2 - x 3 Move in one day = 30-minute lunch time HOH detention.
- C3 – x 2 Remove in a day = rest of day in withdrawal setting, phone call home.

If a pupil receives 3 negative points in one day - they will receive an automatic 30 minute same day detention.

Staff will

- Go through the system stage by stage.
- Record all instances on CLASS CHARTS.
- Clearly notify students they have a consequence and explain why.
- At C3 provide work for the student to continue with.
- Continue to issue subject detentions to any students using the current system and to have restorative conversations.

A C4 is awarded by a member of the pastoral support team.

Other classroom based sanctions (All recorded through class charts)

- Mobile phone violation - confiscate, take to reception, record on class charts as a mobile phone incident. Follow procedure outlined above.
- Homework - Unsatisfactory or missing homework, record on class charts.
- Uniform issue - should be picked up in form time

Other issues and procedures

Concern	Action in form time	Follow-up action	Responsibility
Incorrectly worn uniform/jewellery/ make-up	Notify HOH or AHOH, jewellery incorrect uniform to be removed collected at the end of the day. Isolation may be used until uniform or jewery issue is resolved if pupils refuse to comply.	Form tutor to call home and reinforce expectations with parent/carer.	Form tutor
Persistent incorrectly worn uniform/jewellery/ make-up (3 or more times)	Consider sending home to change Isolation will be used, parent meeting. (HOH to make decision) Jewellery/makeup to be confiscated.	Form tutor to call home and reinforce expectations with parent/carer. Head of House or wellbeing team to call home when sending pupils home to change.	Form tutor HOH/wellbeing team
Incorrect equipment	A verbal warning to the pupil to correct and bring correct equipment the following day.	Form tutor to monitor	Form tutor
Persistent incorrect equipment (3 or more times)	Place in form tutor detention	Record by issuing a behaviour point on sims, and form tutor to call home and reinforce expectations with parent/carer.	Form tutor

Monitoring of behaviour points

No. of points	Action	Follow-up action	Responsibility
10	Discuss with pupil on a one-to-one basis.		Form tutor
20	Further discussion with pupil on a one-to-one basis.	Phone call home to parent/carer.	Form tutor
30	HOH lunch detention issued. Pupil to meet with HOH.	Face to face meeting with parent/carer.	Form tutor
40	Friday detention issued. Pupil to meet with HOH.	Face to face meeting with parent/carer.	Head of House
50	SLT detention issued. Pupil to meet with SLT link.	Face to face meeting with parent/carer, behaviour contract issued.	HOH and SLT link
60	Saturday detention issued. Pupil to meet with Principal.	Face to face meeting with parent/carer, review of behaviour contract.	Principal

Monitoring of achievement points

No. of points	Action	Follow-up action	Responsibility
150	Bronze Award Certificate in House assembly Uniform badge	Phone call home by the tutor	Form tutor
300	Silver Award Certificate in House assembly Uniform badge	Phone call home by the tutor	Form tutor
400	Gold Award Certificate in House assembly Uniform badge	Phone call home made by the Head of House.	Head of House
500	Platinum Award Certificate in House assembly Uniform badge	Phone call home made by the SLT link.	SLT link

600	Principal's Award Pupil invited to meet with the Principal Uniform badge	Award given at Prize Day, family invited to attend.	Principal
Further Recognition	Congratulations postcards Phone calls home Academic and effort prizes are presented at prize day.	Sent by the teacher upon the advice of any member of staff. They are sent out at the end of each week to arrive during the weekend. Call home to recognise positive behaviour These are on recommendation by staff, pupils and families for recognition of a child's wider achievements as well as those attained within school.	Any member of staff

APPENDIX 2 – Primary School

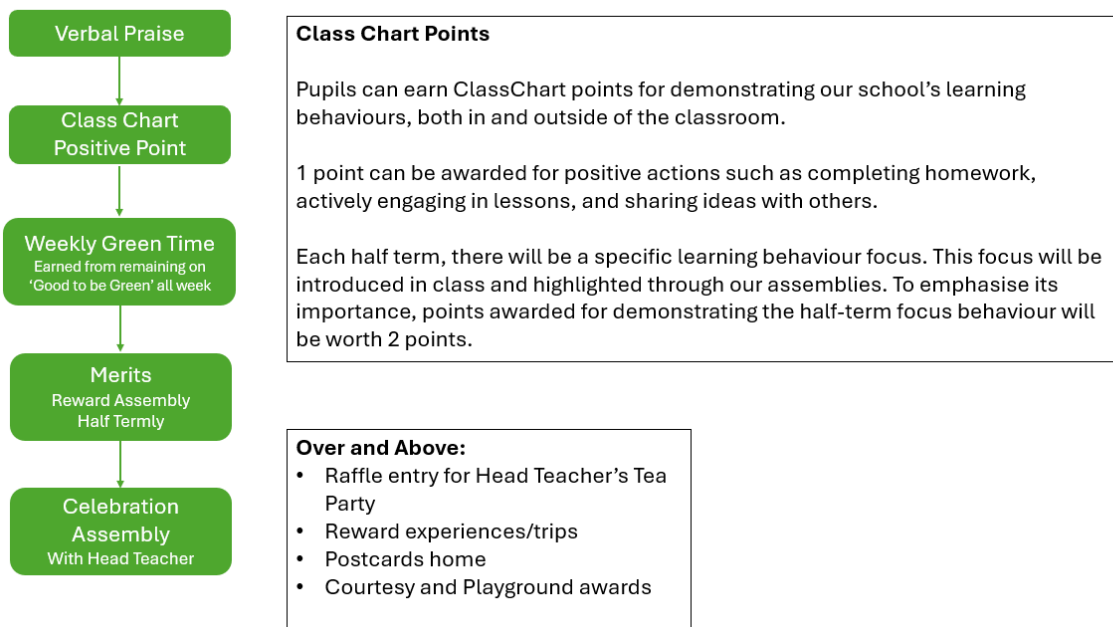
Royal Primary School Behaviour Pathway

The Royal Primary School bases its behaviour system around the belief that all children need to be explicitly taught positive learning behaviours and supported to reflect on their actions, both positive and negative. Our approach is rooted in our school values of *Respect, Trust, Community, Initiative, and Risk*, which underpin all expectations and interactions. As part of this, we implement the 'Good to be Green', approach, using its clear visual system to promote and recognise positive choices. Circle time will continue to be used to explicitly teach and revisit our shared language for learning behaviours, helping all pupils understand what it means to stay 'green' and why it is important.

The behaviour pathway is designed to develop the whole child as a role model and reflective leader within our community. The *Good to be Green* visual pathway provides clear rewards and sanctions, ensuring consistency and transparency for pupils, staff and parents. Staff will support pupils in maintaining their green status through the use of restorative conversations. When negative learning behaviours occur, pupils will complete age-appropriate restorative reflections, with sanctions focused on reparation for any damage or upset caused. Discussions and follow-up work will centre on understanding the impact of behaviours and developing strategies to overcome challenges. The learning behaviours are as follows:

The learning behaviours pathway allows for rewards and sanctions, as well as parental involvement at every stage.

Rewards Pathway

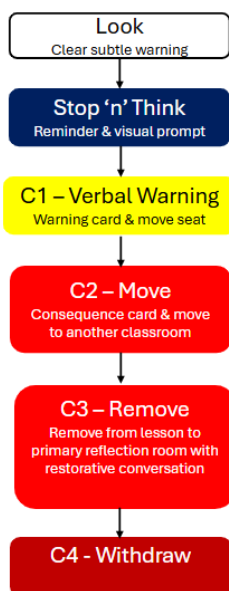


Monitoring Achievement Points

Points	Action	Follow up action	Responsibility
125	Merit	House merit badge awarded in class	Class Teacher
250	Bronze	Uniform badge awarded in Reward Assembly	Leadership team
375	Silver	Uniform badge awarded in Reward Assembly	Leadership team
500	Gold	Uniform badge awarded in Celebration Assembly	Head Teacher

Action	Follow up action	Responsibility
Courtesy	Uniform badge awarded in Reward Assembly	Leadership team
Playground	Uniform badge awarded in Reward Assembly	Leadership team
Celebration Certificate	Pupils nominated by class teacher for demonstrating our learning behaviours Certificate awarded in Celebration Assembly	Head Teacher

Learning Behaviour Pathway



Negative Behaviour

Staff will:

- Ensure all pupils start on green at the beginning of the day.
- Go through the system stage by stage.
- From C1 negative behaviour will be logged on ClassCharts.
- Clearly notify pupils they have a consequence and explain why.
- When a pupil reaches C2, parents will be notified and pupils will not participate in weekly green time on a Friday.
- At C3 staff will provide work for pupils to be able to access independently in the reflection room.
- Staff will monitor pupil engagement in the reflection room and decide if and when they are ready to return.
- A C4 is awarded by a member of the primary leadership time.
- 3 x C1 in a week will result in time in the reflection room.

Monitoring Behaviour Points

	Action	Follow up action	Responsibility
C1	-1 negative behaviour point		Class teacher
C2	-2 negative behaviour points	Phone call home	Class teacher
C3	-3 negative behaviour points	Face to face parent meeting	Year Group Lead Phase Lead Leadership Team
C4	-4 negative behaviour points	Parents informed Reintegration meeting	Leadership Team

Parent Partnerships

The school will work in partnership with parents to ensure that all students are supported. This will be done through structured communications such as reports and parents' evenings or through informal discussions during collection. Communication between parents, schools and students is essential for helping a child to understand behaviours and impacts.

APPENDIX 3

Use of Physical Restraint in the Management of Learning and Play Legal Framework

All members of staff, in school, and adults who are temporarily in charge of children on an organised school visit, have a legal power to use reasonable force.

At The Royal School key staff have regular and cyclical training in 'positive handling and physical intervention' through certification.

Physical contact may occur under many circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This guidance only applies to those incidents where a member of staff needs to restrain a child in order to keep another child/ adult safe and would use no more force than is necessary. Physical restraint should avert danger by preventing or deflecting a child's action or perhaps removing a physical object which could cause harm to self or others. It is only likely to be needed if a child appears to be unable to exercise self –control of emotions or behaviour. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

(The use of reasonable force meaning using no more than needed)

Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.

Principles

- All staff need to be clear about how they can manage crisis situations competently, confidently and safely.
- SLT have an obligation to provide on-going training appropriate to these responsibilities
- Restraint can cause injury and risk to those involved and must be avoided wherever possible. The successful and effective management of the learning and play environment is paramount and all adults must make a positive environment and climate their priority.

Risk Assessment

Although most children at The Royal School will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

Staff will attempt to reduce risk by successfully managing;

- the environment
- body language

- the way they speak
- the way they act

SLT will complete a risk analysis in particular for our more vulnerable children within the school and put in place strategies to minimise these risks in identified and 'problematic' areas of our school environment e.g. rotas for equipment use; securing areas as 'out of bounds' until changes have been made to secure safe play.

All behaviour plans will be agreed with parents and carers.

The school will consider the risks for children with SEN, disabilities or with medical conditions carefully and recognise the additional vulnerability of these groups.

If staff become aware that a pupil is likely to behave in a disruptive way they will plan responses e.g. behaviour audits, behaviour plans, involvement of family, involvement of early help.

Procedures

All staff, with the responsibility to physically restrain (i.e. all teaching staff, boarding team and child specific assistants) will follow the procedures and strategies as delivered in training and described within our manuals and on the website.

Recording

Staff will record any incident of restraint on the agreed proforma and pass to the Principal.

Reporting

Incidents of restraint are reported to parents/carers and to Governors' discipline committee at the first meeting of each term, for the previous term.

Complaints

Any complaint or concern raised by an incident of restraint will be dealt with in line with our agreed and annually reviewed, Compliments, Concerns and Complaints Policy and procedures.

APPENDIX 4 (for both Senior and primary)

Use of Force or Restraint - INCIDENT RECORD

Pupil details:
Date, time, location of incident:
Names of staff and adults involved (directly or as witnesses)
Details of other pupils involved(directly or as witnesses),including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:
Description of incident by staff involved, including any attempts to de-escalate and warnings given that force may be used:
Reason for using for and description of force:
Any injury suffered by staff or pupils and any first aid and/or medical attention required:
Reason for making a record of the incident:
Follow-up, including post-incident support and any disciplinary action against pupil(s)
Any information about the incident shared with staff not involved in it and external agencies:
When and how those with parental responsibility were informed about the incident and any views they have expressed;
Has any complaint been lodged? Do not include details here.
Principal:..... Date:.....

Appendix 5 – Bullying and Guidance for Parents/Carers

The following signs may give an indication that a child is being bullied:

- Refusal or unwillingness to attend school or truancy.
- Feeling ill in the morning
- Deterioration in school work and concentration levels.
- Withdrawal from social situations; refusal to socialise, start stammering
- Come home regularly with torn clothing, books destroyed or possessions lost
- Avoidance of certain children or activities e.g. not going to an after school activity
- Become distressed or anxious, have a loss of appetite or complaining of frequent stomach aches or feeling sick.
- Harsh self-criticism; holding persistent negative views of themselves e.g. 'ugly' 'stupid' 'failure.'
- Personality change, moodiness, depression, or aggression.
- Sleeping difficulties or nightmares or bedwetting.
- Have unexplained cuts or bruises
- Attempts to change their appearance e.g. refusal to wear glasses or certain items of clothing.
- Angry outbursts, bullying behaviour towards a sibling, parent or friend.

These signs may possibly indicate bullying, but there could be many other reasons for these changes. Noticing these signs is a good starting point for talking to your child to find out more. Could there be something else bothering them? Have there been changes in your family, or other incidents that may have upset them? Opening up communication with them in a non-judgmental way is important whatever the reason.

What should I do if I think my child is being bullied?

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child's worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child's teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyberbullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.
- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation

- In the meantime keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.

Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.

What should I do if I think my child is bullying others?

- Talk with your child and explain that what he/she is doing is unacceptable, and makes other children unhappy
- Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how we can work together to stop him/ her bullying other
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

Appendix 6

**Royal Wolverhampton School
Bullying referral form**



**Name of person completing the form -
Today's date –**

<i>Name of pupil</i>	
<i>House – Tutor</i>	
<i>Date of incident</i>	
<i>Name(s) of aggressors</i>	

How did you become aware of this situation?

Briefly describe what has occurred including when and where did the events occur

To be completed by HoH or Vice Principal

Action	Timescale	Name and position of person responsible	Date completed	action



Appendix 7

Reflection of my behaviour

Name.....

House.....

What do you think happened?

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How do you feel about this?

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How has it affected others? How have you made them feel?

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What will you do differently next time?

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Signed

Date.....

Appendix 8

SCREENING, SEARCHING AND CONFISCATION

The Principal and staff authorized by the Principal have a statutory power to search children, or possessions, without consent where they suspect the child has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs including classes of illegal drugs
- stolen items
- tobacco and cigarette papers
- vapes and vaping paraphernalia
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Parents may be informed and the incident will be logged. Where weapons or illegal drugs are found, the police may be informed. In case of illegal drugs a drugs test maybe carried out.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Children that are found to have made malicious allegations against teachers and other staff, are likely to have breached our behaviour policy and sanctions will be applied.

