



Lime Trust

Special School

Behaviour Policy

Handbook

2025

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Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

1. Introduction

a) Vision

Learners can learn in a calm, safe, and supportive environment and where they are protected from disruption and where all learners can develop effective emotional regulation and behaviours that will help them to be happy successful citizens. Positive behaviour in schools is central to effective education. Lime Trust schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave appropriately within the context they're in is vital for all learners to succeed personally.

Definition of Behaviour

Behaviour is a means of communication, and all behaviour has a functional element. Behaviour that challenges can be described as a communication of 'unmet need'. When supporting someone who is exhibiting behaviour that may challenge us, we need to look at what message the pupil is attempting to convey. We therefore need to interpret these behaviours with care to try and consider the underlying cause (such as pain or distress). Behaviour that may challenge can take a wide variety of forms, from passive isolating behaviour to severe crisis or distress and incidents of aggression. We understand behaviour that may challenge us to be behaviour which:

- Prevents participation in social and educational activities
- Isolates the pupils from their peers
- Affects the learning and functioning of themselves and/ or others
- Reduces the pupil's opportunities for involvement in ordinary community activities
- Causes significant stress and additional demands on school family and carers
- Places the pupils or others in physical danger
- Damages property
- Is self-injurious

b) Purpose

- To promote a positive ethos and climate that supports ALL pupils
- To agree and adopt practices which bring clarity and consistency to the ways in which we celebrate achievement, reward effort, and manage pupils positively

- To reduce the frequency and intensity of incidents of behaviours that may challenge
- To develop safer management of pupils and to keep everyone safe
- To improve pupils' self-esteem and their attitudes to learning
- To underpin the climate in which all pupils feel safe and are free from concern for physical or emotional abuse and all forms of harassment
- To ensure all staff recognise that physical restraint may only be used as a last resort, in exceptional circumstances and always in the best interest of the pupil
- To ensure that the environment and staff interactions (e.g. tone of voice, body language used etc.) are carefully planned to promote positive behaviour

c) Policy Links

This behaviour policy should be read in conjunction with the following Trust documents:

- Staff code of conduct
- Trust safeguarding statement
- Child protection policy and Safeguarding policy
- Special educational needs and disability policy

This policy is informed by the following National legislation and government guidance documents.

- [Behaviour in Schools](#)
- [Screening, Searching and Confiscation](#)
- [The Equality Act 2010](#)
- [Use of reasonable force](#)
- [Keeping children safe in education](#)
- [Supporting learners at school with medical conditions](#)
- [SEND Code of Practice](#)
- [Use of Reasonable Force and other restrictive interventions in schools 2025](#)

2. Roles and responsibilities

a) Trustees

Trustees are responsible for ensuring the Schools, Trust Team enact this policy. Scrutiny of behaviour data happens at Trust Board meetings, is included in the school Self Evaluation Form (SEF) and is reported to the Education Standards Committee. Where required trustees may be required to hear appeals against exclusions

b) The role of the Trust Board

- The Trust Board has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The trustees support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour under the guidance and support of the CEO and trustees if appropriate.
- The Trust Board have overall responsibility for the policy and can set targets against which to evaluate its effectiveness. The Chair of Trustees will, in accordance with DFE and LA procedures for exclusion, require the Head teacher to report all matters that are heading towards the possibility of exclusion at the time when the parents are advised of this possibility. The Board of Trustees will establish an appeals committee in order to hear any appeals against exclusion as laid down in DFE guidance.

c) Senior Leadership Team

- The school leadership team should be highly visible, with leaders routinely engaging with learners, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them
- School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all learners to participate in creating the culture of the school

d) School Staff

- All staff have high expectations of our pupils in regard to their behaviour and they strive to ensure that all pupils work to the best of their ability.
- It is the responsibility of class staff to ensure that the aims and expectations of this policy are upheld in their classes.
- The class teams work together to ensure that consistent and positive approaches are in place to support the pupils.
- The purpose of this consistent approach is to identify concerns and antecedents to develop targets and positive support strategies that lead to positive behaviour. Parents /carers and the pupils will be involved in this process where appropriate.
- It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who are not charged with care of the pupils.

e) Staff induction, development and support

- School leaders plan for appropriate training which is required for staff to meet their duties and functions within the behaviour policy
- Induction training includes support to understand this handbook and how to use the systems for reporting and recording behaviours
- Schools should align all training with the
 - Initial Teacher Training (ITT) Core Content Framework
 - Early Career Framework (ECF)
 - NPQ's including National Professional Qualification in Leading Behaviour and Culture (NPQLBC)
- Schools will also plan for their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a learner's behaviour

f) Partnership with Parents

We are committed to involve parents and carers in all aspects of their child's education including positive behaviour support. Parents and carers will be asked to contribute to each pupils Digital Passport. External support maybe provided to help parents and carers respond to behaviour that may challenge in the home environment

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should:

- Be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture
- Be encouraged to reinforce the policy at home as appropriate
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents by:

- Keeping parents updated about their children's behaviour
- Encouraging parents to celebrate learners' successes
- Holding sessions for parents to help them understand the school's behaviour policy
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place
- Reinforcing expectations at reintegration meetings

3. School Rules and Routines

Behaviour is a form of communication. It is important we understand what the pupil is telling us through their behaviour. We adopt a positive, proactive approach to positive behaviour support. We must always focus on what the pupil is doing right. While we acknowledge that many of our students present with behaviours that can at times present as a barrier to their learning, staff should be proactive and skilled in pre-empting possible crisis situations. Staff must look beyond the behaviour to the cause; and plan interventions to help support pupils to modify their behaviour and reduce barriers to learning.

The teaching and learning approaches we adopt are fundamental in addressing behaviours that may challenge. The development of effective communication skills and the careful management of the environment are essential in minimising the incidents and impact of these behaviours that may challenge.

Positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individuals
- An engaging curriculum based on personalised learning
- Exciting learning opportunities that are intrinsically rewarding
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of special educational needs on pupils learning and behaviour
- A total communication environment
- High quality facilities and resources
- High staff: pupil ratios
- Working in partnership with parents and other professionals
- In-depth knowledge of every child's strengths and level of development

We believe that positive behaviour needs to be encouraged and we will seek to:

- Get to know each pupil well; a strong relationship based on trust and respect is one of the most effective preventive measures
- Value all pupils and have high expectations of them
- Provide a consistent approach, set clear boundaries, and manage change so that the environment is secure, stable, and predictable, using methods such as class timetables, daily and individual schedules
- Communicate clearly and at an appropriate level to each individual so that pupils understand what is expected of them
- Provide positive role models and relationships based on respect and dignity
- Establish a curriculum accessible to individual needs, with activities that are motivating, engaging and appropriate to the pupils' age and ability, and that provide a constant challenge
- Develop positive self-image and self-esteem
- Be non-confrontational and provide choices and opportunities for pupils to take responsibility for what they do
- Establish positive group dynamics and class rules devised with pupils
- Teach pupils positive and affective ways of communicating their needs and feelings

- Give time to listen and respond to pupils' communication
- Respond thoughtfully to pupil communications and acknowledge their feelings. e.g. it is not unreasonable to feel cross or unhappy, but it may be unreasonable to kick or bite
- Remain calm under pressure and seek help from AND offer help to colleagues if needed
- Walk away from a situation if we feel we are losing control. Accept help from colleagues
- Ensure all pupils have a voice, individually and collectively
- Review and develop learning environments that meet the needs of learners, and monitor their impact and effectiveness

We follow a personalised approach to positive behaviour support that focuses on looking for triggers and de-escalation techniques. Staff are aware of signs of anxiety, dis-regulation and stress that can cause an individual's behaviour to escalate and have interventions planned and ready to be put in place to distract and redirect pupils when they are becoming distressed or dis-regulated. All pupils have an individual digital passport which explains how they learn and what does and does not work for them. In addition, all pupils have a green zone overview and a traffic light hierarchy chart showing potential behaviours and appropriate interventions to be used at each stage. This approach is used across the schools ensuring that there is a consistent approach to positive behaviour support.

a) Staff behaviour and expectations - Be Ready, Be Respectful / (Be Kind) and Be Safe,

Consistency lies in the behaviour of adults and not simply in the application of procedure. The key is to develop a consistency that ripples through every interaction on behaviour, with the support of parents. Where learners feel they are treated as valued individuals, they respect adults and accept their authority. Consistency in practice is:

1. Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
2. Consistent **follow up**: Ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
3. Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
4. Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
5. Consistent, simple **rules/agreements/expectations**: Referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
6. Consistent **respect from the adults**: Even in the face of disrespectful learners.
7. Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
8. Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
9. Consistent **environment**: Display the quality of a good school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

Positive Behaviour Management

We reward positive behaviour through a robust, individualised reward system. Our approaches are based upon rewarding positive behaviour rather than a sanction-based system. To maintain a positive culture of reward and encouragement within our school:

- All staff throughout the school day must be involved in encouraging, supporting, and reinforcing positive behaviour whenever and wherever they interact with pupils
- We provide pupils with clear expectations, structure, and routine
- We use clear, simple language allowing pupils time to process and respond
- We use non-confrontational positive language e.g. “we are going to.then we are ...” Rather than” If you don’t you won’t be able to...” “Don’t do “.
- We avoid negative language
- We use non-confrontational body language (e.g. standing off midline / bringing our self-down to pupil’s eye level remaining relaxed.) smiling, having a cheerful disposition, as appropriate
- We provide choices and alternatives in a positive way, e.g. visual schedules, now and next, choice boards
- We praise success and notice and celebrate when pupils are being helpful and cooperative
- We respect personal space
- We provide the space and opportunity for pupils to have an honourable exit and stand down in difficult situations
- Staff may ask a pupil if they want a break if they recognise a sequence of behaviours that may lead to an incident or crisis to try and deescalate the situation. We provide pupils with opportunities to visit calming spaces such as the sensory or soft playroom or to go outside for run around and dispel energy
- We provide support for making the right choices for example: choosing to go to a different learning environment, requesting a sensory processing activity e.g. weighted blanket, ear defenders, providing the opportunity to discuss actions with a familiar adult and work together to find a more appropriate response or solution, requesting a change of activity
- We monitor behaviour carefully and try to avoid escalation by change of environment / activity, diverting, distracting or redirecting, planned ignoring or change of adult
- We celebrate achievement and success
- We use positive reward systems such as praise, confirmation, reward charts, stickers with pupils earning a choice of favoured activities
- We involve pupils in decision making about their school
- We ensure pupils sensory needs are met

All pupils will be given the opportunity to reflect on their actions, as appropriate to their individual needs. We recognise that this will look different for each individual learner. The aim is to support pupils to recognise their feelings and emotions and seek alternative strategies to manage their own behaviour and self-regulate successfully.

Environmental Considerations to support positive behaviour

- Visual timetables and schedules
- Structured Routines
- Classroom expectations or agreed aims on display and accessible to all
- Personal target 'My targets'
- "I can" boards displaying achievements
- Reading/quiet area. Comfortable seating
- Symbol for "change" & "different" \ "No" or "not available" symbol on top of other symbols to indicate activity not available
- Clear areas for work, e.g. reading
- Encourage use of ICT/talk boxes / communication books or PECS where necessary Qualities we expect of staff to support positive behaviour
- Take a child-centred positive approach
- Talking, not shouting. Talk kindly. Indoor voices
- Open communication/discussion with other staff
- Use of positive, non-threatening language
- Take the initiative and follow written plans
- Be consistent and work with others collaboratively/as a team use of protective behaviours

The following sanctions are NOT used:

- Corporal punishment (i.e. the intentional application of force as a punishment). The law explicitly forbids staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation
- Time out- segregating pupil out of sight and hearing of staff
- Withholding of food or drink or making a pupil eat / drink something they dislike. It is recognised that there may be occasions where restricting the amount / choice of food or drink may be appropriate. This should only be used where the pupil clearly understands the choices being made
- Humiliation in front of peers /staff or the use of threats, fears or phobias
- Missing out on learning experiences
- Being kept late in school

Pupil behaviour is constantly monitored, and the school approach encourages regular conversation with families, especially when changes in behaviour occur.

- All pupils have a positive support plan incorporated into their Digital Passport. This includes what works well, what upsets them, possible behaviours that may challenge and strategies to support and manage these. These positive support plans are reviewed and updated regularly.
- Any new behaviour or behaviour that is unusual, causes concern or is a risk to themselves or others will be logged on the academy's behaviour management system. SLT monitor all behaviours logged and work with the class team to find solutions.
- The initial response to any 'inappropriate' or undesired behaviour will come from the staff directly involved at the time of the incident who will focus on the use of de-escalation and calming strategies.
- We will always encourage pupils to make positive choices and take control of their own behaviour. This will be achieved by using appropriate communication techniques (communication book, single word directions, symbols, schedule etc.) Staff will focus on a calm and positive resolution.
- As required, another familiar staff member or a member of SLT may become involved if initial intervention by staff is unsuccessful or class staff feel they need additional support.
- If the de-escalation techniques are unsuccessful and there is an immediate danger of injury to any person a physical intervention may be necessary. These interventions will always be used with consideration to whether they are reasonable, proportionate, and absolutely necessary. (see below)
- On visits in the community staff will carry blue cards to be given the public in the event of an incident. These cards give contact details of the school should a person wish to discuss the incident they have witnessed.

Keeping Calm in an Emergency

- Stop/think/assess- Dynamic Risk Assessment to inform your next steps and actions
- Remain calm
- Get help from class team, and know you have support of school team
- Show understanding of emotions & experiences that have triggered situations
- Exaggerate calmness/pace (slow down) -sudden movement escalates situation
- Walk towards an incident in a controlled way. Don't rush in. Take your time
- If more than one person is supporting a pupil, only one person should give the pupil verbal instruction. "One voice"
- Sit down if possible. Physical relaxation- think how, where am I standing?
- Use knowledge of personalities involved
- Give other person space. Stay aware and alert. Duck/dodge/reposition- side stance
- Think about body language and your position, relaxed pose with calm hands
- Remain respectful of person - don't minimise their point of view
- Try and think of 2 ideas to deal with situation - in case first doesn't work
- Be happy to ask for help and receive help - it isn't a failure - it is the right thing to do
- If the help script is used "help is available" followed by "more help is available" or "there is a phone call for you in the office" STEP AWAY, this is the right thing to do even if you feel you are in control of the situation. Your colleague is communication to you that to best support the pupil you need to remove yourself from the situation
- Stop, think, act, but don't react. Don't panic - you have dealt with similar situation effectively and have training/experience
- Change your tone of voice in a controlled way
- Internal "I can do this"- Depersonalise/ professionalism
- Work as a team - don't all try to do the same job
- Negotiation - reward appropriate behaviour - what does this child enjoy?
- Assess if everyone is safe
- Treat pupil with respect/ put the needs of pupil first
- Redirect the behaviour
- Identify why and find an appropriate way for pupil to release feelings
- Begin each day/session with "professional hat" on

Factors to consider when supporting pupils Personal Factors

Environmental Factors

- Constitutional or Physiological e.g. Diagnosed conditions which can make life difficult e.g. autism, ADHD
- Genetic conditions which are thought to influence behaviour
- Hormonal state
- Hunger, allergies, sensitivities
- Neurological condition
- Drug regimes and illness
- Epilepsy
- Psychoses
- Personality and Characters e.g. Extremes of extroversion or introversion

Emotional state e.g. anxiety

- Relationship “script”
- Sense of humour
- Mood swings
- Arousal patterns
- Coping strategies
- Prejudice
- Sense of self / Self-esteem – unable to see self as valuable – as “good to be with
- Self-view e.g. “this is how I am” –seeing self as a difficult or violent person
- Degree of self-knowledge]
- Adverse Childhood Experiences e.g. Sexual or physical or other abuse Communication needs e.g.

Not able to communicate

- Difficulty with verbal expression
- Difficulty with understanding others, e.g. deafness
- Receptive language needs (unable to understand spoken language)
- Understanding of tone of voice and associated body language e.g. unable to gage when someone is calm or angry

Basic needs and abilities e.g.

- Unfulfilled sexual needs
- Still at early developmental stage
- Still has basic security and social needs etc.
- Hungry, thirsty

Quality of Physical Environment e.g.

- Lighting
- Acoustics and noise levels
- Space available
- Humidity, heating, temperature
- Colours

Quality of the social environmental e.g.

- General social complexity
- Environment not complex enough –unstimulating Placed in Position of Powerlessness e.g.
- Being goal-blocked
- Unreasonable punishment
- Excessive use of punishment
- Lack of access to decision making
- Lack of access to choices
- Staff stress on compliance and conformity
- Staff reliance on confrontation and win/lose scenarios
- Behaviour constantly scrutinised with frequent interventions Unpredictable occurrences e.g.
- Being startled/cornered
- Lack of understanding about what is happening in the environment
- Other people's outbursts

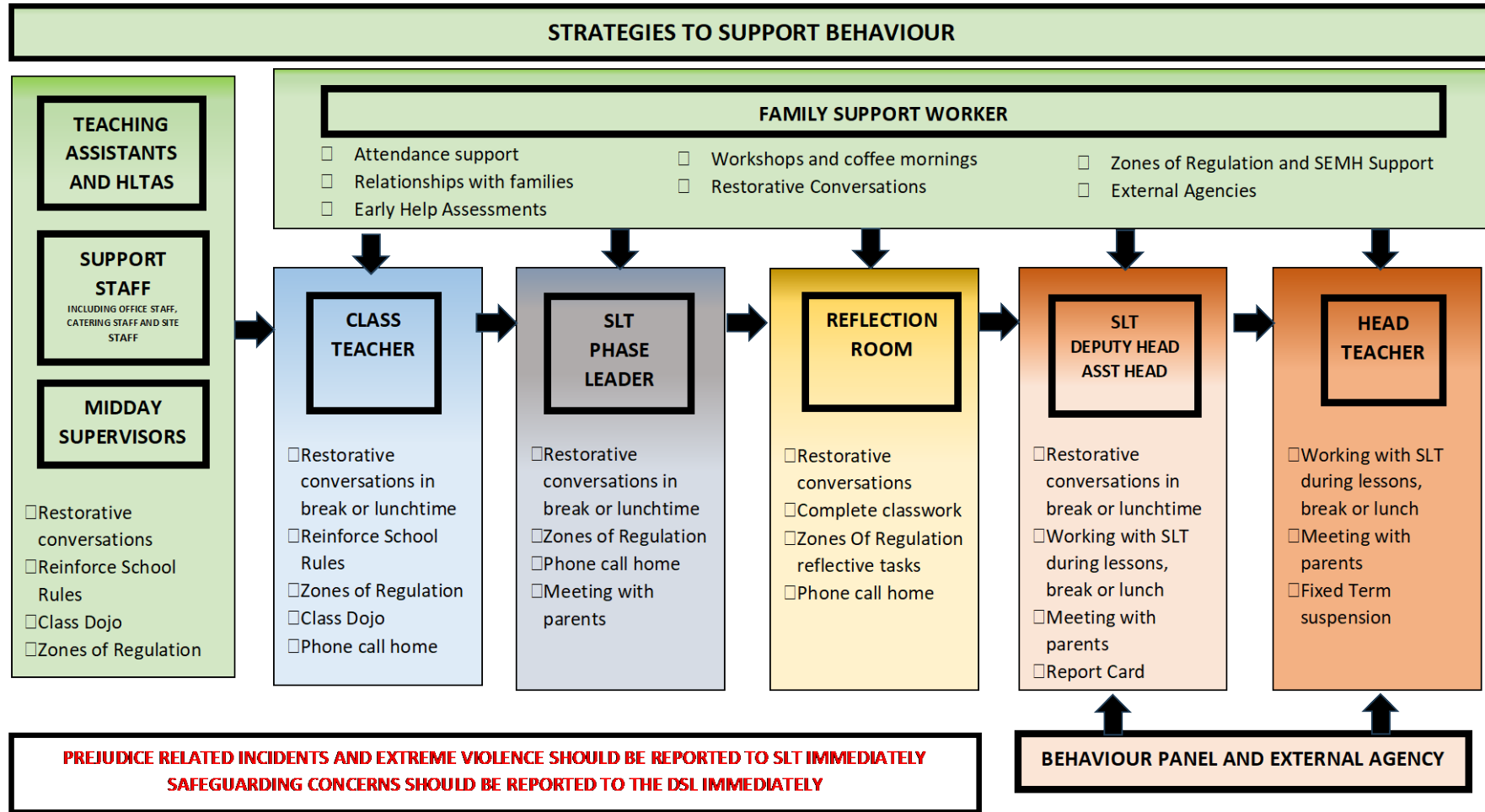
Other people's high expectation e.g.

- "Good" behaviour always
- Behave your chronological age
- Staff set unachievable objectives

All Communication Difficulties

- Lack of access to communication systems
- Communication difficulties between staff

4. Lime Trust Graduated Response to Behaviour



5. The Behaviour Curriculum

a) The aims of the behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and learners, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage learners to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns, we can promote good relationships throughout the school community built on trust and understanding. We believe that as learners practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states “We are what we repeatedly do. Excellence, then is not an act, but a habit.” (1926)

The behaviour curriculum defines the expected behaviours in school. It is centred on what successful behaviour looks like and defines it clearly for all parties. For example, ‘learners are expected to line up quietly’.

- Routines should be used to teach and reinforce the behaviours expected of all learners
- Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from learners should be made into a commonly understood routine
- These routines should be simple for everyone to understand and follow
- Adjustments can be made to routines for learners with additional needs, where appropriate and reasonable, to ensure all learners can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers
- Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour

b) Modelling culture - Teaching the curriculum

- Good behaviours are explicitly taught and regularly refreshed to ensure all learners understand the expectations of them. The Lime Trust learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across the school
- The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects
- Learners should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the Lime Trust Behaviour Curriculum is revisited with learners and will continue to be reinforced throughout the year. As with other curriculum content, this should be

taught using explicit teaching based on the 6-part pedagogical approach and the ten 'Principles of Instruction' set out by Rosenshine, including regular quizzing to check and strengthen retention

- Teachers will also demonstrate these behaviours and ensure learners have many opportunities to practise these (particularly in the first few days of term). It is expected that all learners will know this content

The process for teaching behaviour explicitly is as follows:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to learners and continuously maintain the high standards we set. By doing so, we support each other to create a culture where learners feel safe and are able to learn in an optimised environment and where teachers are free to teach.

The below expectations are the key areas of our approach to creating a common understanding to behaviour and how young people are expected to behave within the Lime trust. These statements would be taken and lessons created from these that can be incorporated into PSHE lessons as a standalone lessons throughout the school day.

6. The use of reasonable force – Restrictive Intervention Policy

We adopt a hands-off approach; however, there may be extreme and rare occasions when restrictive Physical Interventions (RPIs) may be needed. This is always a last resort and is only used if the safety of the pupil, their peers or staff is being compromised.

Staff on site are PRICE (or the equivalent) trained. If a Restrictive Physical Intervention (RPI) has been used this must be recorded on CPOMS MUST be completed, parents MUST be informed. All statutory guidance and pro-formas are kept up to date by designated staff and stored securely. Many of our students have unintentional behaviours that may cause harm to themselves or others. These students all have a personalised risk assessment incorporated within their Individual Digital Passport. This is shared with the class team, other relevant staff and the child's parents or carer.

All staff should be aware of the distinction between physical contact or touch used appropriately in everyday situations to support, encourage, or guide a pupil; and the use of force that is overpowering or used to restrict movement.

Staff involved in a significant incident will be given time out of the classroom, away from the incident and the opportunity to talk to another member of staff if they wish. Teams are encouraged to debrief at the end of the day. A member of the leadership team is available to join this meeting.

All incidents involving an injury must also be recorded on the school online incident reporting system.

a. Context

Written in line with: Use of Reasonable Force and other restrictive interventions in schools 2025

When using Restrictive Physical Intervention we operate within the PRICE framework. PRICE has 5 principles that we as a trust are guided by.

1. Always practice within a human rights and person-centred framework
2. Have an understanding and awareness of the needs of those being supported
3. Plan and prioritise for the use of primary, secondary and non-restrictive tertiary strategies
4. As a last resort, only use approved restrictive and non-restrictive techniques
5. Use reflective practice to change culture and reduce the use of restraint

Taken from Positive Approaches to Challenging Behaviour Course content 2025- PRICE.

Members of staff have the legal power to use reasonable force to prevent learners committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among learners. 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.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

A physical intervention is any use of force by one person against the force of another person. A physical intervention should only be used rarely and as a last resort, but when it is adults should ensure that the learner is safe, and the adult supporting is calm. Appropriate touch should be used such as physical prompts and guiding, giving support, supplying reassurance or in play. The term physical intervention does not extend to these situations. Staff should not be inhibited in providing such contact when it is professionally appropriate to do so.

Any physical intervention should always be in the best interest of the learner and non-aversive, for the shortest amount of time possible and using the least amount of force necessary. Where restrictive physical interventions are concerned, there are clear guidelines from central government regarding the use of **reasonable force**. All members of school staff have a legal power to use reasonable force, as well as *'people whom the Headteacher has temporarily put in charge of learners such as unpaid volunteers or parents accompanying students on a school organised visit'*.

b. Terminology.

Reasonable force:

Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions:

Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint:

A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

Restraint and Restrictive Intervention are used interchangeably and refer to:

- planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and
- the sub-categories of restrictive intervention using force or restricting liberty of movement (or threatening to do so)

'Force' is divided into two categories – **control** and **restraint**.

1. **Control** refers to either passive or physical contact, for example, blocking a learner's path to a busy road (passive) or leading a learner by the hand away from a situation (active).
2. **Restraint** refers to physically engaging with a learner as part of any necessary measures in order to bring a situation under control.

The starting point for any approach to supporting learners who are engaging in behaviours that may challenge is for a resolution to be obtained **without** the need for restrictive physical interventions, be they related to control or restraint; interventions that do not require physical interventions are desirable because they are ultimately more sustainable and dignified.

The use of force is reasonable if it is *appropriate to the consequences it is intended to prevent and necessary*. This means that the degree of force used should be no more than is needed to achieve the desired results. Physical interventions should only be used as a last resort when staff have **GOOD** grounds for believing that immediate action is needed to prevent learners:

- prevent learners committing an offence,
- injuring themselves or others,
- damaging property
- to maintain good order and discipline at the school or among learners

Physical restraint should BE USED:

- Rarely and as a last resort
- When all possible alternatives have been considered
- As part of a Total Communication approach.
- As part of a 'total response' to the learner's behaviour (i.e., not in isolation)
- When the purpose of physical restraint is to restore safety
- When it can be justified as a reasonable and responsible way of responding to a learner's behaviours that may challenge
- When it can be justified as being in the paramount interests of the learner and/or when the learner is considered to be in immediate danger of harming self or others
- By staff who have completed PRICE training in positive behaviour support and who are conforming to the guidance set in the school behaviour management policy
- However, any staff member can use restrictive physical intervention as stated above if it is reasonable, proportionate or necessary to keep the learner safe
- In extreme circumstances (e.g. possession of weapons) it will be necessary to inform the Police / appropriate external agency

In cases when the school is aware that a learner is likely to behave in a way that may require physical restraint (i.e. if restraint has been needed on 1 occasion, or if records show restraint is likely to be needed), behaviour support plans/Digital passports will be made which address:

- strategies for de-escalating the problem
- ways of managing the learner e.g. strategies, correctly named holds to be used
- informing parents and establishing an agreement with families about specific action to be adopted
- briefing staff to ensure they are clear about strategies

- ensuring additional support can be summoned if appropriate
- these should be kept within Digital passports / Behaviour Support Plans
- opportunities for learners and staff to de-brief after an incident
- review timescales should be added to positive support plans
- appropriate stakeholders informed such as respite provisions

Physical Interventions may be carried out by teaching staff and other designated members of staff who have been appropriately PRICE trained. However, any staff member can use restrictive physical intervention as stated above, if it reasonable, proportionate and necessary to keep the young person safe.

These arrangements apply at all times when the school has responsibility for learners and extend to times when learners are at after-school clubs or are off-site on educational trips.

The policy does not apply to situations after children have been dismissed and left the school premises or have been collected by parents and are in their care.

In an emergency situation, if a learner was at immediate risk of causing serious harm to themselves or others, any member of staff is able to intervene to ensure the safety of the child and others. An Emergency should be called, and PRICE trained staff should support as soon as possible.

c. Procedures

- If appropriate, the learner will be clearly told that you are going to take physical action before that action ensues
- Any action must be carried out swiftly and calmly, so the learner does not become more stressed
- Adults are to remain calm and if needed, request assistance or support from other members of staff. This may include relieving adults from the situation, retrieving known calming items for the learner, or requesting support from senior staff members
- Two or more adults should be present during the use of restraint
- In every case, the least amount of force for the shortest period of time is used to ensure the safety of the learner and staff
- The learner should be repeatedly offered the opportunity to exercise self-control, and the restraint should stop at the earliest opportunity
- A behaviour outburst is naturally best dealt with by the demonstration of calm, unthreatened and unthreatening concern, and the assumption of total control by the caring adult, according to the Trust value of unconditional positive regard
- As soon as possible the learner should be removed from general circulation. Isolation can be calming, and the removal of other learners is usually beneficial. Professional judgement should be employed to use the most suitable location
- All incidents where a physical intervention is used are to be recorded on CPOMS/ /Behaviour Watch as detailed below
- No restraint may be used which may be considered to be indecent or which may be expected to cause injury to the learner
- Staff must avoid touching or holding learners in ways that could be construed to be abusive (ref. Child Protection Policy)
- Staff who are confident and prepared to restrain, when necessary, will be PRICE trained. A record of their certificate will be kept at Trust level. Staff who are not trained should not restrain learners, unless in an emergency where not to act would endanger themselves or others
-

d. Recording incidents

- All incidents when a physical restraint is used is recorded before the end of the day and the Headteacher, notified
- All incidents should be recorded on **CPOMS**
- Any staff injuries sustained will be recorded separately on **Accident Book (Evolve)** or in accordance with Health and Safety procedures
- Parents/Legal Guardians will always be informed in writing of any incident with their child involving the use of restrictive interventions and will be given an opportunity to discuss the incident. How and when parents are informed is the decision of the Headteacher. Children's Social Care , The Virtual School will need to be contacted if there is a Social Worker involved with the family
- If a learner has had to be restrained a positive handling plan will then be written for that child and shared with their parents. The learner's Digital Passport / Behaviour Support Plan will also be reviewed
- This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community

e. Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the learner's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all learners and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive learners to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

7. Suspension and permanent exclusion

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

a. Suspension or Permanent Exclusion

Any decision made relating to a suspension or exclusion should be taken in line with the table below. Lime Trust requires headteachers to consult with the Director of Education or CEO before any decision is made. This is intended to ensure proportionate response.

National standard list of reasons for exclusion

The DfE has produced a national standard list of reasons to be used when reporting exclusion. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further details suggesting what the descriptors cover should be used as a guide and are not intended to be used as a tick list for exclusions.

- **Physical assault against pupil** includes fighting, violent behaviour wounding, obstruction and jostling
- **Physical assault against adult** includes violent behaviour wounding, obstruction and jostling
- **Verbal abuse/threatening behaviour against pupil** includes threatened violence, aggressive behaviour swearing, homophobic abuse and harassment verbal intimidation, carrying an offensive weapon
- **Verbal abuse/threatening behaviour against adult** includes threatened violence, aggressive behaviour swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
- **Bullying** includes verbal, physical, homophobic bullying, racist bullying
- **Racist abuse** includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying racist graffiti, sexual misconduct includes sexual abuse
- **Sexual assault** sexual harassment, lewd behaviour, sexual bullying and sexual graffiti
- **Drug & Alcohol related** includes possession of illegal drugs, inappropriate use of prescribed drugs drug dealing, smoking / vaping, alcohol abuse and substance abuse
- **Damage** includes damage to school or personal property belonging to any member of the school community: vandalism, arson and graffiti
- **Theft** includes stealing school property, stealing personal property (pupil or adult), stealing from local shops on a school outing, selling and dealing in stolen property
- **Persistent disruptive behaviour** includes challenging behaviour, disobedience, persistent violation of school rules
- **Other** Includes incidents which are not covered by the categories above, but this category should be used sparingly.

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b. Reintegration

Schools should have a strategy for reintegrating learners following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, learners, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

c. Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a learner's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the learner's best interests.

d. Pupil Support Units / Alternative Provision

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- a) as a planned intervention for behavioural or pastoral reasons / respite.
- b) as a final preventative measure to support learners at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate learners into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's behaviour policy.

Schools should ensure they are:

- a) referring learners based on their needs, including sharing information on previous behaviour incidents with multi-agency partners, if appropriate, and consulting with parents on the pupil support unit placement;
- b) delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum and supports reintegration. The curriculum can be personalised to address specific support needs individual learners may have;
- c) maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school;
- d) deploying staff with the appropriate skills set to the pupil support unit so learners can be supported with their behaviour and learning needs to ensure effective impact and progress;
- e) reviewing reintegration plans at regular intervals; and
- f) actively involving learners and parents in reintegration discussions.
- g) Home schools should actively monitor the progress of all learners in pupil support units, including those attending a unit at a different school.
- h) Home schools should consider the distance and transport to the host unit when a pupil is attending a pupil support unit in a different school to the home school. This may involve collaborating with the local authority when the pupil is eligible for free home-to-school travel.

8. Searching and confiscation

This is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. It outlines the

- policy and legal powers the school has for searching learners
- powers the school has to seize and then confiscate items found during a search

Searching

- Searching can play a critical role in ensuring that school is a safe environment for all learners and staff. It is a vital measure to safeguard and promote staff and learner's welfare, and to maintain high standards of behaviour through which learners can learn and thrive
- The headteacher and staff have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- a) Knives and weapons
 - b) Alcohol
 - c) Illegal drugs
 - d) Stolen items
 - e) Cigarettes, Tobacco and cigarette papers
 - f) Vapes
 - g) Fireworks
 - h) Pornographic images
 - i) Mobile Phones
 - j) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Under common law, school staff have the power to search a learner for any item, if they agree. The member of staff should ensure the learner understands the reason for the search and how it will be conducted so that they are able to give informed consent
 - Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the learner is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying learners who may benefit from early help or a referral to the local authority children's social care services, in accordance with the school's safeguarding duties

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- When exercising their powers, the school will consider the individual needs or learning difficulties of learners and make reasonable adjustments that may be required including:
 - Have any reasonable adjustments been made, (including previously established reasonable adjustments);
 - Does the policy require to be adjusted in the individual circumstances of the student;
 - Does the disability mean that communication needs to be addressed differently?

The role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff

- Only the headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the headteacher can carry out a search. The headteacher can authorise individual members of staff to search for specific items, as set out on page 18
- In the absence of the headteacher, a member of the SLT and/or the designated safeguarding lead (or deputy) can authorise individual members of staff to search for specific items, as set out on page 18
- Members of staff should immediately involve the headteacher, SLT, designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk
- If the headteacher, SLT, designated safeguarding lead (or deputy) find evidence that any learner is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the learner who has been searched to assess the incident against potential wider safeguarding concerns

Before Searching

The member of staff should always seek the co-operation of the learner before conducting a search. If the learner is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve or
- have had a previous distressing experience of being searched

If a learner continues to refuse to co-operate, the member of staff may sanction the learner in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

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During a Search

Where - An appropriate location for the search should be found. Where possible, this should be away from other learners. The search must only take place on the school premises, or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Who - The law states that the member of staff conducting the search must be of the same sex as the learner being searched. There must also be another member of staff present as a witness to the search, also of the same sex.

The Extent of the Search - A member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the learner to remove any clothing, other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the learner has, or appears to have, control - this includes desks, lockers and bags. A learner's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

After a Search

- Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ties) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the learner is suffering, is likely to suffer harm and/or whether any specific support is needed
- Where this may be the case, staff will follow the school's child protection policy and speak to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Recording Searches

- Any search by a member of staff for a prohibited item, listed on page 18, should be recorded in the school's safeguarding reporting system, CPOMS, including whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required. The member of staff recording the incident on CPOMS will need to include the following after each search:
 - the date, time and location of the search
 - which learner was searched
 - who conducted the search and any other adults or learners present
 - what was being searched for

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- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search

Informing Parents

Parents should always be informed of any search for a prohibited item, listed above, that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

- poses a risk to staff or learners
- is a prohibited item, as outlined on page 1
- is evidence in relation to an offence

Prohibited or Illegal Items

- Controlled drugs must be delivered to the police as soon as possible, unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such and deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the police
- Where a person conducting a search finds alcohol, cigarettes, tobacco, cigarette papers, vapes or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the learner
- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable
- The member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In considering the relevant circumstances, the member of staff should consider the following:
 - the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items, such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
 - whether the item is banned by the school;
 - whether retaining or returning the item to the owner may place any person at risk of harm and
 - whether the item can be disposed of safely.

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- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence, or to cause personal injury or damage to property, should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

The member of staff should consider all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In considering all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item

If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police

Electronic Items

- Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- If the member of staff conducting the search suspects, they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.
- When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Where reports of this nature are made, Lime Academy Hornbeam will follow the principles as set out in the Keeping Children Safe in Education statutory guidance.
- The UK Council for Internet Safety also provide the school with guidance on how to support school staff and Designated Safeguarding Leads with regard to sharing nude and semi-nude images: advice for education settings working with children and young people.
- If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then this must be delivered to the police as soon as is reasonably practicable.

Mobile phones

As a school, we recognise that in Year Six mobile phones may have a part to play in securing learners' personal safety before and after school and on journeys to and from school. Moreover, a ban would not be consistent with the aim of developing a culture of responsible use of a mobile phone and other digital devices by learners. Our expectation is that in all other year groups, learners will be collected by an adult or responsible person. **Only children who are walking to and from school alone should bring in their phone. If you are going to be collecting your child, then please ensure your child's phone is left at home.** If a learner needs to contact his/her parents/guardians, they will be allowed to use a school phone. If parents need to contact children urgently, they should phone the school office, and a message will be relayed promptly. Learners will not be allowed to take mobile phones on school trips.

Procedures

Parents of Year Six learners will need to sign and return the Mobile Phone Policy Permission Agreement. With consideration to this, it is to be made clear to parents that where they have been given permission for their child to bring a mobile phone to school, they do so entirely at their own risk. The school accepts no responsibility for any loss or damage whilst the device is on school premises.

Learners

Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used for any purpose on school premises or during off-site school activities (such as swimming or sports). The phone should be clearly labelled with their name and given to their class teacher as soon as they arrive in school. The mobile phones will be returned to the children as they leave the school site. Under no circumstances should there be access to phones during the school day or should they be left in learners' bags or coats. Mobile phones brought to school without permission will be confiscated and must be collected by the parent. If policy is not followed, the school may inform the parent and the pupil that the mobile phone may not be brought onto the school premises until further notice. In some cases, learners may be banned from bringing their phones to school.

Inappropriate use of a Mobile Phone

If a pupil is found taking photographs or video footage with a mobile phone of either learners or teachers, this will be regarded as a serious offence and a member of the Senior Leadership Team should be involved from the outset. If images of other learners or teachers have been taken, the phone will not be returned to the pupil until the images have been deleted. The parent/guardian will be contacted by a member of the SLT. If this is not possible, then a letter will be sent notifying them of the seriousness of this action. In the rare circumstance that there is evidence of harassment and/or bullying, the phone or digital device should be confiscated, retained in a secure place by an appropriate member of staff, taking care not to delete any images or recordings which could be used as evidence.

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Mobile Phone Permission Agreement

Parent/ Carer

1. I have read and understand the Mobile Phones Policy of Lime Trust
2. I agree to abide by the conditions set out in the school policy.
3. I understand that mobile phones must be switched off on school premises.
4. My child will switch the phone off and hand it to their class teacher as soon as s/he arrives in school. The school will take care of the phone once it has been handed in, but it will only accept phones on the understanding that it will not be held responsible for theft, loss or damage to the phone whilst it is in their care. Parents must ensure that the phone is covered at all times by their own insurance.
5. I understand (4 above) and agree that I will not hold the school responsible for loss or damage to the phone whilst it is in their care.
9. I will ensure there are appropriate parent controls on the phone that restrict it from access to unsuitable and inappropriate websites. I will ensure that those controls are switched on and I will check the phone before it is taken into school to see that it has only been used appropriately and contains no unsuitable or illegal content in its memory.

Child/ren's Name	
Child/ren's Class	
Parents Name	
Signature	
Date	

10. Behaviour outside of school premises

Schools have the power to sanction learners for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction learners for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

The decision to sanction a learner will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Behaviour incidents online

The way in which learners relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

Lime Trust recognises that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including

- bullying
- the use of inappropriate language
- the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour

11. Guidance on specific behaviour issues

a) Child-on-child abuse, sexual violence and sexual harassment

Following any report of child-on-child abuse or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) – especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Schools should:

- be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that learners whose behaviour falls below expectations will be sanctioned
- make clear to all staff the importance of challenging all inappropriate language and behaviour between learners
- never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up
- advocate strenuously for high standards of conduct between learners and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships
- reassure victims that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward

Where relevant, learners who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see Suspected criminal behaviour).

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per this behaviour policy.

b) Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police, only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence.

Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. This should be led by the DSL.

12. Monitoring and evaluating school behaviour

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture, clearly and accurately.

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, learners, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and learner level.

School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support.

13. Anti-Bullying Policy

a. Purpose

At Lime Trust our policies and procedures along with daily systems and structures reflect our strong ethos of ‘no harm to others’. In line with this ethos, learners are taught:

- That all bullying, of any sort, is unacceptable
- How to seek support if they feel they are being bullied
- What to do if they think another pupil may be being bullied
- Anyone who knows that bullying is happening is expected to tell the staff

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities regarding the eradication of bullying in our school

- All governors, teaching and non-teaching staff, learners and parents should understand what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported
- All learners and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Learners and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage and is compliant with relevant equalities legislation.

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b. What is Bullying

Bullying involves an imbalance of power, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately upsetting
- Recurring, often over a period of time
- Difficult to stand up against

It can take many forms, but the main types are:

- Physical: pushing, kicking, hitting, punching or any use of violence
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Verbal: name calling, insulting, making offensive remarks
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Sexual orientation: because of, or focussing on the issue of sexuality
- Cyber: using social media, emails, texts and phone calls to harass another person or to spread rumours
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

c. What is not bullying

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.

- Mutual Conflict - In mutual conflict situations, there is an argument or disagreement between learners but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem
- Single episode acts of nastiness or meanness, or random acts of aggression or intimidation - Single episodes of nastiness or physical aggression are not the same as bullying. If a learner is verbally abused or pushed on one occasion they are not being bullied
- Nastiness or physical aggression that is directed towards many different learners is not the same as bullying. However, since we have a duty of care to provide a learner with a safe and supportive school environment, single episodes of nastiness or physical aggression should not be ignored or condoned

d. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened to go out on their own
- doesn't want to go on the school/public bus / begs to be driven to school
- changes their usual routine

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- is unwilling to go to school (school phobic) / begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

e. Procedures

All reports will be taken seriously and will be followed up by the class teacher or a member of the Senior Leadership Team. Often, concerns that have been raised may require further investigation, which may include talking to other adults who work closely with the children involved or interviewing the learners involved. Where bullying is of a racist nature, we will report this to the Local Authority using the Racist Incident Report Form.

Parents/ carers should be informed and maybe be asked to come into a meeting to discuss the problem:

1. An attempt will be made to help the bully (bullies) change their behaviour
2. The victim of bullying will be supported appropriately
3. Refer to Online Safety Policy and What We Do If guidance for procedures specific to online bullying
4. If necessary and appropriate, police will be consulted

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Outcomes:

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place
2. If possible, the learners will be reconciled
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In serious cases, suspension or even exclusion may be considered

f. Prevention

We will use appropriate methods for helping children to prevent bullying. As and when appropriate, these may include:

- signing a behaviour contract
- concept cartoons
- reading stories about bullying or having them read to a class or assembly
- role-plays
- having discussions about bullying and why it matters
- using social stories
- a peer support anti-bullying programme

Learners will be regularly reminded about the effects that bullying has on the victims, especially the harm that such acts can cause. Learners are strongly encouraged to tell an adult if they feel that someone is bullying them. They know that they must do this as a matter of urgency and not hold back thereby hoping that the problem will go away. Learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in changing in work patterns, lacking concentration or truanting from school. Learners must be encouraged to report bullying in schools.

Our Personal, Social, Health, Education (PSHE) curriculum deals with the subject of bullying in ways that the children can understand.

g. Roles and Responsibilities

The role of Parents/ Carers

Parents/ carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have the responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of the Staff

Staff take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Incidents are reported to a senior member of staff. The staff ensures that all learners know that bullying is wrong, and that it is unacceptable behaviour in this school. The staff draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or Deputy Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. If staff become aware of an act of bullying, they do all they can to support the child who is being bullied. The member of staff will deal with the incident immediately. A clear account of the incident will be written and given to the Headteacher.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher will interview all concerned and will record the incident (or the Deputy Headteacher when the Headteacher is absent). All staff, including Class Teachers' TAs and MDAs will be kept informed. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy.

The Headteacher, whole staff and Governors set the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher is responsible for ensuring that parents are made aware of the policy.

The role of Trustees

- The Trust Board supports the Headteacher in all attempts to eliminate bullying from the school. This policy statement makes it very clear that the Trust Board does not allow bullying to take place in the school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Trust Board reviews the effectiveness of the policy regularly.
- Trustees require the Headteacher to keep accurate records of all incidents of bullying and to report to Trustees on request about the effectiveness of school anti-bullying strategies.
- The Trust Board becomes involved if parents complain that procedures have not been followed fairly or correctly, in line with the Trust complaints policy.

14. Home School Agreement

At Lime Trust we recognise that our Parents are key partners in developing positive behaviour for all of our learners. As such we ask all parents to sign to confirm they will support the actions below that form a key part of our Behaviour Curriculum. The full curriculum is on p18-29 of the Behaviour Handbook

Our parents must:

Attendance and Punctuality	Uniform	Home learning and communication
<ul style="list-style-type: none"> bring or send your child/children to school every day so that they don't miss important learning ensure your child/children arrive at school on time every day. inform the school of any absence on the first day of absence and provide a reason. ensure that (where possible) all holidays are taken during School holiday time. if a child is absent for medical reasons, that where possible, evidence is provided. 	<ul style="list-style-type: none"> support learners to wear full uniform label all belongings (uniform, coat, bottle, etc) so that if they are lost, they can be easily returned. accept that if belongings are not labelled and are lost, it is NOT the responsibility of the school to replace them. know that all outdoor clothing (coat, hats, gloves, scarves etc.) must be removed once inside the building and hung up appropriately know that learners can wear a watch and no other jewellery. know that learners must bring correct PE kit as appropriate. know that learners must not bring toys and other items from home into school (water bottle, coat, PE kit, packed lunch only) 	<ul style="list-style-type: none"> check Class Dojo at least once a week for whole-school or class specific key messages. read and support key school <u>policies</u>: Safeguarding and Anti-Bullying. ensure payments are made via Arbor for school meals, afterschool clubs and trips and visits in a timely manner. inform the School promptly of any change in contact details. ensure that communication with the School is undertaken in a respectful manner and emails are sent only to the school office email address, which can be found on the school website inform the School of any changes in circumstances that may affect their child's progress, behaviour or wellbeing. attend meetings with staff, if required, to discuss their child's progress, behaviour or welfare.

Our parents will know and support the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Playtime behaviour	Dinner time	Ready to learn
<ul style="list-style-type: none"> • that you must walk from your classroom to the playground, ‘walking not talking’. • that you must play safely without hurting anyone. • that we do not ‘play fight’ because we may hurt someone by accident. • that you must be kind, by including others in your games and sharing equipment. • that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • that when called, you must line up in your lining up order quickly • support the School’s authority to reasonably and fairly discipline students and work with the School to support their child’s positive behaviour. 	<ul style="list-style-type: none"> • that you will teach children we wash hands before eating • that children should use a knife, fork and spoon to eat as appropriate • that when eating, they must stay in their seats facing their food • that they must clean away their plates and cutlery • that we use a quiet voice at the dinner table • that we chew with our mouths closed • that we say please and thank you by praising and rewarding for correct behaviour. 	<ul style="list-style-type: none"> • when an adult puts their hand up, children stop what they are doing and put their hand up too. • what we have good sitting posture: • Ensure 6 feet on the floor (chair and own legs) • Tummy Near Table (TNT) • Bottoms in the Back of their Chair (BBC) • that we keep our workspaces /resources tidy (before/during/after work) • to be punctual • how to be ready for the lesson e.g. had a drink, toilet break etc. • that we walk to the line sensibly • that we line up in the order displayed in the classroom • that we place chair under the table when leaving seat • know that we walk in a quiet, calm manner around the classroom • know that we treat equipment appropriately and with respect

Our parents will model and show the following expectations and routines (demonstrating the behaviour we expect to see from all learners)

Manners	Our school values	Behaviour outside of school
<ul style="list-style-type: none"> • that when speaking with adults and children on school premises you always say 'please' when you are asking for something. • that it is important to show gratitude to others by saying 'thank you' to people for what they have done for you • that you should let any waiting adults through a doorway or gateway before walking through yourself. • that you should say 'Good morning/afternoon' to adults if spoken to. • that it is polite to give eye contact to the person you are talking to. • that if you show respect for adults in school even if you may not agree with their ideas. 	<ul style="list-style-type: none"> • Respect • Equity • Self-worth • Partnership • Enjoyment • Communication • Trust 	<ul style="list-style-type: none"> • that when we are wearing our school uniform, we are representing the school community and must always behave responsibly and respectfully. • that we should be considerate of other people arriving at and leaving school. • that being considerate means thinking about other people's needs, wishes and feelings. • that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • how to stay safe online and use technology sensibly and safely. • who to go to for help and support.

Child/ren's Name	
Child/ren's Class	
Parents Name	
Signature	
Date	