



Behaviour, Inclusion & Relationships Policy

In toto ed Ltd

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Contents

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|---|-----------|
| Aim | 3 |
| Encouraging Positive Behaviours | 4 |
| Mobile Technology | 5 |
| Representing In Toto Ed | 6 |
| Trauma-informed approach | 6 |
| Restorative Approach | 7 |
| Relational Approach | 7 |
| Recognising Achievement | 8 |
| Supporting dysregulation, engagement and sensory needs | 9 |
| Suspension and Exclusion | 9 |
| Procedures for Damage to Property/Equipment | 9 |
| Positive Handling | 9 |
| Searching, Screening and Confiscation | 10 |
| Strip Searches | 11 |
| Drug or alcohol related incidents | 13 |
| Weapons | 13 |
| Bullying | 13 |
| Sexual Harassment and Sexual Violence | 13 |
| Staff Induction, Training and Support | 14 |
| Disruption free learning | 14 |
| Expectations of students | 15 |
| Exceptions | 16 |
| Behaviour during break and lunchtime | 16 |
| Prohibited items | 16 |
| Head of School | 17 |
| UN Convention on the Rights of the Student | 17 |
| Review | 17 |

Aim

At In Toto Ed positive learning is at the heart of everything we do. We therefore commit to providing a learning environment where everyone within the school community feels safe, secure and free to focus on achieving their full potential. The aim of this policy is to maintain consistency and fairness for all so that every member of the In Toto Ed community is valued and respected. This policy outlines our expectations of staff and students.

These include:

- Enable students to behave well, with support in place to help them achieve this
- Promote resilience, focus, determination and empathy.
- Prevent all forms of bullying.
- Ensure all students are in an environment that is conducive to learning.
- Respect each other
- Focus on the use of praise and positive reinforcement.

At In Toto Ed, we commit to promoting the welfare of every member of our community and will not tolerate bullying in any form. We strive to ensure an environment where everyone feels supported and confident to report any concerns that they have. We endeavour to support all our students to achieve and work with them and their families towards a common goal.

In Toto Ed, we believe that:

- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately.
- Students are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills students can learn to improve their behaviour. Many students at In Toto Ed find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Students need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.
- As adults, we must consider the learning styles and needs of the students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all our students are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our students to get it right.

The stage of emotional development and additional needs of a student will determine their ability to self-regulate and their readiness for learning. In Toto Ed offers a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour, Inclusion and Relationships Policy emphasises the importance of acknowledging academic, social and emotional progression involving students, parents and carers to provide a safe, welcoming and inclusive environment. Working in partnership with stakeholders is a very high priority. We believe that parents know their children best, and we are committed to working in partnership to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

Encouraging Positive Behaviours

All staff are responsible for adhering to positive practice that promotes holistic student progress. This based on the understanding that students make optimum progress when staff are fair, flexible, trusting, respectful and model positive relationships.

- Staff model expected behaviour
- Staff have high expectations of student's behaviour
- All lessons encourage positive behaviours and anything unacceptable is challenged
- The entire curriculum is planned to ensure coverage of personal, social and emotional issues that may affect students at In Toto Ed.
- Staff are continually catching students 'being good' and 'making positive contributions' to school life.
- Displays/exhibitions around the school show all students in a positive manner.
- Positive interaction and communication with home and external agencies are of paramount importance.

Students will:

- Hand in all coats, bags, masks and electronic devices (including air pods) to reception/The Hub on arrival to school.
- Arrive on time for all lessons.
- Aim for 100% attendance.
- Follow the uniform code.
- Not eat or drink except at break & lunch (water is allowed to be consumed in lessons)
- Only eat and drink in the Common Room area
- Behave calmly
- Respect others
- Listen to staff

- Always remain in lessons and ask a member of staff if a toilet break or movement break is needed
- Work to the best of their ability
- Be ready to learn immediately.
- Remain in the classroom throughout the lesson, unless agreed otherwise

Staff will:

- Ensure that In Toto Ed is a place where everyone is accepted for who they are, we are tolerant and understanding of each-other's differences.
- Strive to ensure a calm, purposeful and orderly learning environment
- Endeavour to develop positive and supportive relationships with all students
- Plan each activity to ensure the aims and instructions are clear
- Communicate on a regular basis with each other to ensure difficulties are contextualised and that well-focused support strategies are implemented
- To implement restorative justice meetings between students where possible
- Share and cascade good practice
- To create a safe and secure environment for all, ensuring that all classroom and corridor displays are vibrant and motivating and all opportunities to show students' progress and thirst for learning are exploited.
- Foster close links with parents/carers to ensure mutual and effective support for all students
- Ensure both formally and informally, the maintenance of close links between home and school
- Work closely with external agencies to provide support for all students

Mobile Technology

We recognise that mobile technology is positive, however, we recognise the challenges that it brings. Our policy is set out below:

- Mobile technology may be brought to school but must be handed in to reception/The hub as soon as they arrive.
- If a mobile phone or earphones are seen at inappropriate times they should be confiscated and given to the Head of School until the end of the day.
- If a member of staff becomes aware that a student has tried to access inappropriate sites via mobile technology, they must report it to the DSL immediately.
- All Students have a responsibility to ensure that no digital footage is taken of any member of the In Toto Ed community or inside the building. Any footage uploaded onto any social media network without permission will be considered with the upmost seriousness and risks disciplinary sanctions.

Uniform

- Black or navy clothing below the waist: This can include joggers, jeans, leggings, shorts, or skirts
- Footwear: Trainers or shoes only – no Crocs, sliders, or flip-flops
- Tops:
 - T-shirt with the In Toto Ed logo
 - Sweatshirt with the In Toto Ed logo

We understand that some of our students are especially sensitive to labels and fabrics, and we've made every effort to select uniform items that are sensitive to these needs while also being cost-effective.

Representing In Toto Ed

All Students must:

- Arrive and leave In Toto Ed in clothing that adheres to the uniform policy.
- Be polite and courteous.
- Use public transport, cycle lanes/pedestrian zones safely.
- Dispose of litter properly
- Respect members of the public, our community and property

Trauma-informed approach

In Toto Ed operates within a trauma-informed approach, where there is a recognition that students are emotionally de-regulated, staff support students to regulate, often through co-regulation, then relationships are re-established through reconnection. Part of this process will also be to remind the students that there will be a consequence for their choice of behaviour. Strategies for supporting students displaying challenging behaviours and displays of anger, are based on an understanding of the functioning and development of the brain, the reminders of the link between choices and consequences, the role that trauma and adverse childhood experiences has on development and the importance of an emotionally available adult to support with the 4Rs – Recognise, Regulate, Reconnect and Restore.

Trauma-informed practice for In Toto Ed means:

- Building and maintaining positive relationships
- Having the confidence and ability to own your own mistakes in front of the students – allowing them to feel safe when they make mistakes
- Knowing the individual students and the contextual information in their background
- Being emotionally available to students
- Sharing what trauma is with the students so that they are self-aware
- Using more trauma-informed appropriate language to help the child understand

- Important that the students are not blamed for their ACEs
- Modelling healthy relationships
- Opportunity to access therapeutic interventions and counselling
- Empowering students, giving them control where and when appropriate
- Clear and firm boundaries in place
- Taking care of yourself and your colleagues
- Having the time to reconnect with students and help heal hurt

Restorative Approach

Wherever possible, In Toto Ed will seek a restorative approach to all incidents. This process does not assign blame but encourages the students to look at their own and others' behaviours with a view to providing a positive outcome for all involved. Following an incident, the student/s and their parent/carer are invited to a meeting at which it is decided whether the Restorative Approach should be offered.

A Restorative meeting may then be arranged at which the student is encouraged to think about the following:

- what happened
- how they felt at the time
- who was affected by what happened
- how they feel about it now
- repair and the future

This process may be repeated with as many students as were involved and it may culminate in a group session where everyone is encouraged to contribute to the repair process. By using this approach, students are taught to reflect and take responsibility for their own actions.

Relational Approach

At In Toto Ed, relationships are at the heart of everything we do. We believe that positive, trusting relationships are the foundation for learning, emotional growth, and long-term wellbeing. Our relational approach guides every aspect of our provision – from daily routines to behaviour support, staff training to student voice.

Young people thrive when they feel safe, seen, and valued. Many of our students have experienced disruption, adversity, or change in their lives, and our role is to create a consistent, supportive environment where they can rebuild trust and confidence.

We understand that behaviour is a form of communication. We do not respond with punishment, but with curiosity, compassion, and care. Every interaction is an opportunity to connect, support regulation, and foster resilience and we pride on taking time to build strong relationships with each and every one of our students. This could be through interventions, daily walks and check-ins or even a cup of tea and a chat.

Key Principles of Our Relational Practice:

- **Connection First**
We prioritise emotional connection before correction. Students are more likely to engage and succeed when they feel respected and understood.
- **Consistency and Predictability**
Familiar routines and reliable adult responses help students feel safe and reduce anxiety.
- **Empathy and Attunement**
Staff are trained to recognise emotional cues and respond sensitively, helping students name and manage their feelings.
- **Restorative Practice**
When things go wrong, we focus on repairing relationships rather than assigning blame. Reflection and reconnection are part of the process.
- **Belonging and Inclusion**
Every student is welcomed as a valued part of our community. We celebrate diversity and promote a sense of shared responsibility.

By building strong, secure relationships with students, families, and professionals, we create a learning environment where everyone feels they matter. Our relational approach isn't a set of rules – it's a mindset. It's how we communicate, care, and cultivate a culture of respect.

Recognising Achievement

At the heart of any behaviour policy must be a system that recognises, reinforces, and rewards positive behaviour and achievement. Our policy aims to:

- Motivate and encourage.
- Foster the nature of competition between individuals and year groups.
- Recognise achievement.
- Promote a culture of excellence.

At In Toto Ed, we recognise that some students lack intrinsic motivation and therefore, we need to motivate them extrinsically through our rewards system which are logged in student planners. Other ways of recognising students' everyday achievements are by:

- Displaying work
- Sharing success within lessons
- Informing parents
- Postcards (available in the staff room)
- Posting examples of good work on social media

Teaching Staff are encouraged to send home postcards or give achievement points for:

- An outstanding piece of work
- Excellent attainment

- Excellent progress
- Excellent attitude to learning
- Excellent punctuality and attendance

Staff should ensure students are aware of the achievements board and how they can earn points towards different items and experiences.

Supporting dysregulation, engagement and sensory needs

When difficulties arise that cannot be addressed by the class teacher in the form of classroom behaviour procedures and strategies, the following may be employed, ensuring that the consequence selected is appropriate to the problem encountered;

- Temporary removal from the group to re-establish standards required of the student
- Use of the sensory room
- Work completed in the staff room with the support of a TA
- Phone call/email to parents
- Temporary reduction in the timetable
- Meeting between school, student and parents
- Emergency annual review or professionals meeting

Suspension and Exclusion

Please refer to our exclusion policy. Incidents of challenging behaviour should be recorded on CPoms.

Procedures for Damage to Property/Equipment

At In Toto Ed students learn to be accountable for their actions, therefore if a student damages property or equipment, they are expected to pay a contribution towards the repair or replacement. When damage to property occurs, staff are to write a report on CPoms and inform the Head of School. After evaluation of the incident and damage a decision will be made by the Head of School if a contribution will be requested from parents/carers. A letter will be written to the parents/carers informing them of the damage and requesting either the full cost or a contribution. There will be a series of three reminder letters, the final one of which will make it clear that the student will not be included in enrichment trips until the payment has been made.

Positive Handling

In Toto Ed Behaviour, Inclusion and Relationships policy requires all staff members to work with students in such a way that positive handling is used as a last resort, and in emergency situations to control or restrain students, where the usual methods of discussion, guidance and negotiation are not appropriate. When

reasonable force has to be used, it should be applied using the minimum amount of force for the minimum amount of time, having done a dynamic risk assessment. It should always be used in a way that maintains the safety and dignity of all concerned. Incidents of positive handling are recorded on Cpoms.

Situations may arise in school whereby the police need to be called. This judgment is to be made by the Head of School, in her absence the Deputy Head, SENCO or Lead Student Support will make the decision. Please refer to the In Toto Ed's Positive Handling Policy for full details.

This policy acknowledges our legal duty under the Equality Act, 2010 alongside the need to safeguard students and staff and support those students with specific vulnerabilities, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

The Head of School and authorised staff have a statutory power to search students and their possessions, without consent, where they suspect that a student has brought a prohibited item into school. Where practically possible, the member of staff carrying out the search will be of the same sex as the student and there will be another member of staff present as a witness to the search.

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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

The school has a metal detector wand, and this could be used in the first instance. Some students have the use of the wand written into their personal risk assessments. This could be as the result of the following:

- Safeguarding concerns
- Information from the police or social worker
- Known to carry knives or sheaths
- Are involved in gangs
- Are suspected to have not put their mobile phone in their locker
- Ahead of public examinations where possession of a mobile phone could lead to disqualification

Prohibited items are;

- Knives or any other weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Vapes and vaping liquids
- Fireworks
- Pornographic images
- Any item that the member of staff reasonably suspects, or is likely to:
 - Be used to commit an offence
 - Cause personal injury to, or damage to the property of, any person (including the student)

The student will not be required to remove any clothing other than outer clothing. A student's possessions will only be searched in the presence of the student and with 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 practical to summon another member of staff.

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 student was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

This does not include wandng.

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on CPOMS.

Staff will always inform the students' parents/carers when a student has been searched for a prohibited item (as listed above). They will be informed immediately if alcohol, illegal drugs, stolen items or potentially harmful substances are found.

Staff may retain or dispose of a student's property and items will not be returned to the student. In addition:

- Weapons or items which are evidence of an offence will be passed onto the police.
- Controlled drugs will be passed onto In Toto Ed's safer schools officer.
- Staff will contact the police to deal with any stolen items.
- Pornographic images may be disposed of unless they constitute an offence (ie. extreme or child pornography). In these cases, they will be passed onto the police.

Strip Searches

Staff do not have the authority to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should always advocate for student wellbeing.

The school will contact parents/carers and inform them that the police are going to strip search the student. Parents/carers will be offered the opportunity to attend school and be present, acting as the student's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult.

After a strip search, the student will always be offered and given appropriate support. The search will be reported to the DSL and recorded on CPOMS.

- a. The 2022 DfE guidance on searching and screening, states that any member of staff may search a student if they agree. It also states that we may search and screen students (and their possessions) without consent where there are reasonable grounds to suspect they have banned or illegal items. Either the DSL or DDSL or Director will be present at any searches.
- b. The Head of School, member of SLT or Safeguarding team (DSL/DDSL), may search students. This will most commonly be member of the safeguarding team. For searches without consent, a member of the SLT must be present.
- c. A member of staff searching should be the same sex as the student being searched, although may be adjusted if the search takes place on a school trip.
- d. Where the person conducting the search finds an electronic device he or she may examine and erase the data or files on the device if there is good reason to do so. DfE advice is that if a staff member has a 'good reason' to examine or erase data or files they must reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break school rules, or if it may provide evidence of harm to its owner. Searching through a phone will also be conducted by, or in the presence of, at least one member of the safeguarding team.
- e. Schools are permitted to search without a student's consent for,
 - i. stolen items
 - ii. knives, weapons, alcohol, illegal drugs, tobacco and cigarette papers, vapes, fireworks or pornographic images
 - iii. any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - iv. any item banned by the school rules, which has been identified in the rules as an item which may be searched for, as long as we have reasonable grounds for suspecting that a student is in possession of such items.
- f. We may remove clothing which is not next to the skin. We may not conduct an intimate search: only a police officer may do so.
- g. We may search possessions including bags, lockers, phones etc.
- h. We may seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline

- i. A refusal to comply with a search will result in the student being sanctioned.
- j. In line with the DFE guidance we may screen students using a hand held metal detector without requiring consent. Any member of staff may do this and a refusal to undergo screening will mean that a student will not be permitted to stay on the premises. We will also conduct random searches of the whole school. These are actively promoted to students to discourage them from bringing in any banned items.
- k. A formal record will be made of all searches other than those that are part of routine screening.

Drug or alcohol related incidents

It is the policy of In Toto Ed that no student should bring any illegal drug onto the school premises. We take very seriously the misuse of any illegal substances or alcohol. The parents/carers of any students involved will always be notified. The police, social services and other professionals involved with the student may also be informed. Any student who is found to have brought to school any type of illegal substance will have a consequence and will need to have a reintegration meeting with a member of SLT to re-establish boundaries and expectations. If any student is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that student to be taken to hospital or home with the advice to seek medical attention and relevant agencies informed.

Weapons

If a student is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.

Bullying

In Toto Ed has a separate Anti-Bullying Policy which explains in detail steps that we will take to deal with any behaviour that involves bullying. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Sexual Harassment and Sexual Violence

In Toto Ed will always respond to any incidents of sexual harassment and or violence. The response will always be proportionate, considered, supportive and

decided on a case-by-case basis. In Toto Ed has clear safeguarding procedures in place within the Child Protection Policy for managing allegations or concerns regarding a child's safety or wellbeing.

Staff Induction, Training and Support

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of positive handling, including doing a Team Teach course
- National College – Safeguarding, Prevent, Equality and Diversity, Suicide Prevention
- The needs of the students at the school (reviewing risk assessments)
- How SEND and mental health needs impact behaviour

All staff are issued with a copy of the Staff Handbook. Behaviour management also forms part of the programme of continuing professional development. All staff have access to the National College to support with CPD.

Disruption free learning

All staff will implement this policy consistently by promoting a culture of disruption free learning. They will:

- Collect students from the common room area/hub and take to the relevant classroom.
- Celebrate good work and behaviour by using achievement points.
- Send home positive post cards.
- Attend restorative meetings with Students.
- Use clear and concise communication when interacting with students.
- Log all incidents of negative behaviour on CPoms
- Log all incidents of positive behaviour on the MIS

At In Toto Ed, we believe that:

- Behaviour is a means of communication – we must ensure that all students are supported to communicate their needs safely and appropriately.
- Students are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers.
- In supporting emotional development and self-regulating skills students can learn to improve their behaviour. Many students at In Toto Ed, many students find learning difficult: learning new behaviour is a task, just like learning to read or write.
- Students need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement.

- As adults, we must consider the learning styles and needs of the students; we must also have realistic expectations about the rate of progress a student will make when learning to adapt or develop new behaviours.
- Mistakes are part of the learning process, and we recognise that all of our students are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our students to get it right.

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Expectations of students

To enable disruption free learning, we develop positive relationships. Clear instructions and consistency in all classes will help this to happen. Students will receive three warnings to improve their behaviour during lessons.

Warning One: Students will be made aware they are not meeting expectations.

Warning Two: Students will be made aware they are still not meeting expectations.

Warning Three: Students will be removed from the lessons and will continue their lesson elsewhere in the building.

Students will be removed from their timetabled classroom for persistent disruptive behaviour which impacts on the learning of others. If staff require additional support in their class, they should call reception or email the Cambridge team at Cambridgeteam@in-toto-ed.com

Exceptions

On occasion, a student may be immediately removed from a lesson without warning. This would be in incidents of extreme behaviour and/or risk. The list below is not exhaustive, but such behaviour might include the following:

- Swearing at a member of staff.
- Being rude and defiant to a member of staff.
- Threatening and intimidating behaviour.
- Racist, Xenophobic and Homophobic language.
- Violent act towards another person.
- Arguing back to the teacher once a warning has been given.
- Refusing to hand over mobile phone or headphones.

These behaviours will need to be logged on Cpoms and the Head of School must be notified.

Behaviour during break and lunchtime

During break and lunchtime, a positive and calm environment will be maintained. All students must stay in the Common Room, Hub, garden or any classroom where activities are taking place. Please log on Cpoms and inform the relevant parties of the behaviours which have been challenged.

Prohibited items

All electronic devices must be handed into reception staff/The Hub as soon as they enter the building.

The following items are not allowed on the In Toto Ed premises or whilst representing the In Toto Ed at any time:

- Weapons – this includes any item that can be used with the intention of causing harm.
- Banned and illegal substances such as alcohol and drugs.
- Fireworks.
- Cigarettes/smoking material, lighters and matches.
- Stink bombs and water bombs.

If a student is found to have brought a weapon (knife, gun, or other item intended to cause harm) into school, even if it is found to be imitation, the police will be called immediately.

Items will be immediately confiscated, leading to an immediate sanction. We operate a zero-tolerance policy towards the possession of weapons. Any student in possession of a weapon faces potential permanent exclusion immediately. In

addition, an incident of extreme violence or harassment could also potentially lead to an immediate permanent exclusion.

Head of School

The Head of School has the ultimate responsibility for setting the standards of behaviour in school. The Head of School is committed to ensuring that there is a purposeful working environment, that teachers can teach and students can learn. The Head of School will ensure that all staff have training to support students in modifying their behaviours and in the practice of restorative conversations and meetings to support reflection. The Head of School will monitor the students' behaviour and attendance on Arbor and CPoms.

UN Convention on the Rights of the Student

This policy takes into consideration the following Articles:

Article 19 - Governments should ensure that students are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All students and young people have a right to primary education, which should be free. Discipline in schools should respect students' human dignity. Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each student's personality to the full. It should encourage students to respect their parents, and their own and other cultures.

Review

This policy is reviewed annually.