Inspiring Futures through Learning

Responsible Citizens and Behaviour Core Values*

September 2025 - September 2026

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1	Statutory publication	A	Statutory publication
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3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate

- *Approved by school / department governance bodies.*

IFtL Responsible Citizen and Behaviour Core Values

Vision
At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to promote and create responsible citizens who are independent, innovative, positive and articulate thinkers who celebrate life and seize opportunities, viewing mistakes as a learning experience and valuing diversity and equality.

Aspirations
We strive to promote and create responsible citizens who:

- make good choices and encourage others to do the same.
- behave positively and respectfully to all, including the protected characteristics
- are considerate and value themselves, others, and their environment
- strive for success
- are independent, articulate thinkers and learners
- have confidence to attain their ambitions
- are inclusive and embrace differences
- have high levels of engagement
- demonstrate positive learning behaviours and exhibit a growth mindset
- are role models to others.

Core Values
We believe everyone within the IFtL community has the right:

1. To learn
2. To be respected
3. To be safe and supported

To enable this to occur everyone has:

- Personal responsibility to make sure their behaviour ensures these rights are observed.
- Follow and adhere to the policies and procedures at both a Trust and a school level.
- Equality and respect are irrespective of background, race, gender or culture.

Success indicators
All schools within the trust will implement the following indicators:

- All stakeholders, staff, children and parents/carers, view behaviour as everyone's responsibility and mutual respect and positive behaviours are an expectation for all.
- We foster a positive environment where children exhibit a sense of pride within their school.

- Bullying including cyber-bullying and any form of bullying, discrimination, or harassment (including sexual and in relation to any of the protected characteristics) will not be tolerated and is unacceptable.
- High and consistent expectations that everyone, irrespective of gender, race or culture, feels safe, secure and has respect and empathy for one another and diversities are embraced and appreciated.
- There are collaborative working relationships with parents/carers promoting positive behaviour with effective two-way partnership.
- Children understand the impact of their behavior and adapt this behaviour in future, making more positive and informed choices.
- Proactive support and guidance to help children learn from their mistakes and take ownership of them.

Promotion of Positive Behaviours
At IFtL and within all IFtL schools we believe it is important to focus on and celebrate positive choices and promote good behaviour using praise, recognition and rewards, building self-esteem and a child's sense of worth. The specific reward and recognition systems and the code of practice will be pertinent and bespoke to each of the schools whilst adopting the core values and principles of the IFtL. We believe in excellence recognition.

What is excellence recognition?
The use of praise and positive encouragement is the best way to promote positive behaviour and in all our IFtL schools we believe that we get more of what we pay attention to! Praise should be specific and the child should always know why they are being praised e.g., 'Excellent effort with your writing today! That is really above and beyond!' NOT just 'Good or well done.' This helps to foster a growth-mindset where children are praised for their effort and progress.

How do we teach positive behaviour within our curriculum?

Developing emotional literacy through our emotional literacy offer and within our curriculum including enrichment, goes hand in hand with achieving positive behaviour within all our IFtL schools. We continuously promote personal development and wellbeing and this includes explicit teaching within the National Curriculum for PSHE (personal, social, health education) with the aim not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours, respect and empathy in order to learn and function in society and to be positive citizens within Modern Britain. These are the core values that underpin successful peer relationships and exceptional learning attitudes. We aim that all children should be taught how:

- to maintain positive relationships with each other and adults
- to build a happy life
- to develop emotional literacy so they can label and recognise different emotions
- to use strategies to regulate their emotions
- to have positive learning behaviours which allow them and others to learn, make progress and achieve their best

- to respect other people, their rights, property, beliefs and feelings…
- to respect difference
- to be assertive, express their views and feelings and be constructive… but always be respectful
- to resolve disagreements peacefully and respectfully.

Emotional Literacy and Self-Regulation – Universal Offer

Within our IFtL schools, we use an approach to emotional regulation which aligns with Zones of Regulation but that uses progressive and sequential language to support the development of self-regulation in our pupils so that they are all equipped to support and recognise the behaviour of themselves and others in an age-appropriate manner. Also, we support pupils to understand there is a link between their emotional state and readiness to learn and celebrate the importance of all their emotions. Our approach to self and co-regulation begins with relationships and children knowing they have a sense of belonging within their school through secure and positive relationships with adults and peers.

Our children are taught how to identify their own feelings through explicit teaching of language, scenarios and unpicking the physiological signs in their bodies. The language IFtL schools use, which sits alongside the emotional regulation approach, enables our children to use age-appropriate yet aspirational language to tell an adult or a peer how they are feeling and to seek a strategy to help them. This teaches our children how to engage in mindfulness and how to protect and nurture their own mental health and wellbeing and that of others.

By using groups of emotions (which work alongside the Zones of Regulation), we are teaching the children that emotions can be categorised into levels of alertness, each of which impacts how ready we are to learn. Dysregulation happens when we are not feeling calm or alert and we know this can present itself differently from individual to individual. Because of this approach, when our children are dysregulated, they feel safe to access a toolkit of strategies either independently, or alongside an adult, to return to being ready to learn. Toolkits for all children are continuously being added to and revised to best suit the needs of the children, even as they change.

Our approach to emotional literacy and self-regulation is a framework for teaching children strategies for emotional and sensory self-management. The different emotions help children identify how they are feeling in the moment according to their emotions and level of alertness and guide them to strategies to support regulation.

We have identified four Groups of Emotions which our children will refer to and which the language is grouped into. These will be taught as Colour Monsters/Zones in our Early Years settings and any children who find self-regulation challenging will continue with the colours until they are able to transition across to Groups of Emotions.

Blue Zone - Group of emotions where we feel a lack of energy and we might not feel ready to learn.

Green Zone - Group of emotions where we are calm, alert and ready to learn.

Yellow Zone - Group of emotions where we feel things more strongly; our energy is getting higher. We might not be fully ready to learn.

Red Zone - Group of emotions where I have excessive energy and we need to channel this in another way to make good learning choices.

See Appendix One for the IFtL Zones of Regulation and progressive emotional language used within each zone as the children get older and gain more confident with the use of the zones and Appendix Two for the progressive approach to body reactions and Interoceptive Awareness.

Emotional Literacy and Self-Regulation – Targeted Offer

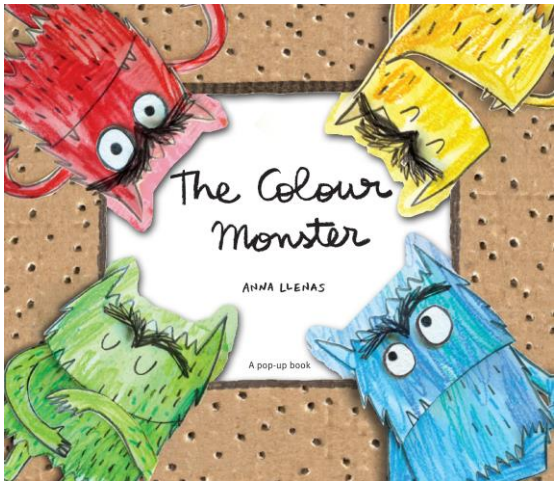
Our approach to emotional literacy and self-regulation is universal for all our children. However, at times, some of our children may need more bespoke teaching of self-regulation depending on their primary area of need. This may be a child with SEND or a child who often experiences dysregulation and this impacts on their learning.

Therefore, our offer can be personalised to the needs of the individual child to support them in their journey and to have a positive response to changes in their emotions. For some children, they might require a kinesthetic approach (coloured trays linked to the zones with physical objects they have chosen which help them feel ready to learn). Often, alongside this, will sit an intervention which explicitly teaches the differences within the groups of emotions, and it will look at scenarios with the child to explore how they might feel in those situations. Other children may require their own laminated zones reminder with their own strategies clearly listed for them to quickly refer to when support is needed. All children may need reminders and support by adults to use these dependent upon each circumstance.

Our approach has been designed so any child who has gained confidence in referring to different colour zones, will be able to transition across to Groups of Emotions in preparation for secondary school.

Positive Behaviour/ Intervention support plans
All behaviour is communication and often, when our children are unable to self-regulate, we see communication may be more 'physical presentations' or not conducive to a learning environment. By giving our children every opportunity to develop themselves into self-regulators and equipping them with aspirational language to share their feelings and know how to support themselves, we are giving them every chance of success in their next steps.

Our children's toolkits will sit alongside their positive behaviour support plans to enable staff to see their triggers or physiological signs and guide the child to engage with co or self-regulation.



Zones of Regulation			
Blue	Green	Yellow	Red
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

Code of Conduct for Technology and use of the IPADs

IFtL' s Teaching and Learning policy includes the provision of iPads for all learners in Year 2 and above. Digital learning is a key element to enhancing learning through increasing equity, accessibility and opportunity and strengthening engagement with learning. Learning behaviours associated with iPads can further enhance learning. IFtL documents related to behaviour with iPads can be found on the IFtL website at https://www.iftl.co.uk/devices/key-documents/. Schools should have their own iPad Code of Conduct and classrooms should negotiate and discuss class rules associated with iPads. School documentation should show sanctions as appropriate for iPad related misdemeanors.

See Appendix Four for the link to the reference document for the Code of Conduct on page 23.

Children's Wellbeing and Schools Bill March 2025 Children's Wellbeing and Schools Bill: policy summary notes

The Children's Wellbeing and Schools Bill aims to enhance child protection, improve educational standards, and support children's welfare through various reforms in social care and education.

The following are key objectives of the Bill:
1. Child Protection: The bill emphasizes safeguarding children at risk of abuse and aims to improve multi-agency cooperation among local authorities, health services, and educational institutions to ensure children's welfare.
2. Social Care Reforms: It introduces reforms to children's social care, including a new duty for local authorities to offer family group decision-making meetings when considering court applications for care orders. This aims to involve families in discussions about the welfare of children.

3. Education Provisions: The bill includes measures to regulate educational institutions, improve school attendance, and support children in care or leaving care. It mandates that education and childcare agencies be included in safeguarding arrangements.

Notable Provisions outlined within the bill are:

- Multi-Agency Child Protection Teams: The bill requires the establishment of multi-agency child protection teams to support local authorities in their child protection duties.

- Information Sharing: It imposes a duty on specified persons and bodies to share information relevant to safeguarding children, enhancing communication among agencies.

- School Uniform Regulations: The bill limits the number of branded uniform items schools can require, aiming to reduce costs for parents.

- Attendance Orders: It reforms the process for issuing school attendance orders, aligning procedures for maintained schools and academies, and making it an offense for parents to withdraw children subject to these orders.

It is stated that the Children's Wellbeing and Schools Bill represents a significant step towards improving the welfare of children and the quality of education in the UK. By focusing on safeguarding, social care reforms, and educational regulations, the bill seeks to create a more supportive environment for children and families.

IFtL and all their schools will ensure that they incorporate any requirements within their schools.

Sanctions & dealing with inappropriate behaviour

Children are learning their way in the world and we need to help them make the right choices and support the development of their moral compass. As a part of this learning process, sometimes mistakes will be made. We need to help children make informed and positive choices but if poor choices are made, whether deliberate or unintentional, sanctions need to be implemented. It is the duty of all staff within school to support children and strive to understand the underlying reasons for behaviour whilst recognising that children should be supported in taking responsibility for their actions.

The sanctions and stages of approach will be included within each school's behavior policy again adhering to the IFtL core values and vision. Humiliating, belittling or punitive punishments are always unacceptable approaches.

Zero tolerance behaviours

There are certain inappropriate behaviours which IFtL believe all schools should have a zero-tolerance approach to, with clear sanctions outlined within their policy. These are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics*
- Racism
- Inequality
- Homophobia
- Extremist behavior
- Bullying, including cyber-bullying and prejudicial bullying
- Criminal damage
- Harassment including sexual harassment.

IFtL and all schools will strictly adhere to the Equality Act 2010 and Human Rights Act 1998; we will not tolerate any discrimination against someone because of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/ or sexual orientation).

Any zero tolerance behaviours/ incidents will be referred to the Senior Leadership Team and reported to IFtL via the safeguarding data dashboard.

Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE, being subjected to harassment, violence and or abuse may breach children's rights as stated within the Human Rights Act.

Children who are lesbian, gay or Queer+ (LGBTQ+), identify as LGBTQ+ or those who are perceived as being LGBTQ+ may be particularly vulnerable to bullying and we need to be extra vigilant for signs of this.

At IFtL, we will not tolerate any form of bullying, discrimination or harassment, including against any of the protected characteristics, and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

Sexual harassment and violence
We are aware and must be ultra-vigilant for signs of sexual violence and harassment as we know that it is highly prevalent and children often do not talk out about this and even accept it as the 'norm.' We must ensure this is not the case in any of our schools. At IFtL we have a zero tolerance approach to sexual harassment and violence in schools, and will always ensure that schools liaise with the appropriate external agencies to support our pupils and families. There is further guidance on child on child abuse and sexual harassment and violence in our IFtL Safeguarding and Child Protection Policy.

Behaviour in Schools Guidance (Last updated February 24)

Within IFtL, we follow and adhere to the DfE Behaviour in Schools Guidance (February 2024) Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)

All schools will ensure they fulfil all the 'must' requirements and where appropriate all the should criteria as we believe in good practice in addition to compliancy. All headteachers take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

We will ensure we will fulfil the national minimum expectation and that it is aligned with Ofsted's 'Good' grade descriptor for behaviour and attitudes:

1. High expectations that are commonly understood and applied consistently
2. Visible leaders that support staff to follow the policy
3. Measures and interventions are in place to improve behaviour
4. Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
5. Bullying is not tolerated, and the environment is safe and respectful; and
6. Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.

Restrictive Intervention, Positive Handling and De-escalation

At IFtL, we are committed to creating safe, positive and inclusive environments where all children can learn and thrive. We recognise that some pupils may experience difficulties in regulating their emotions or behaviour, and we work proactively to support them. Our approach focuses on prevention, early help and de-escalation, ensuring that restrictive intervention is used only when absolutely necessary to keep a child or others safe.
All staff are trained to use calm, relational and trauma-informed strategies to help children regulate. We work closely with parents and carers to understand each child's needs, triggers and strengths, and we put personalised support plans in place where needed.

When Restrictive Intervention May Be Used

In line with the DfE's *Restrictive interventions, including use of reasonable force, in schools* (2026) and *KCSIE 2025*, staff may use reasonable force only when it is necessary to prevent a child from:

- Hurting themselves
- Hurting someone else
- Causing serious damage to property
- Causing serious disorder or disruption that puts others at risk

“Reasonable force” means using the least amount of force for the shortest possible time, and only when other strategies have not been successful or are not safe to use. Restrictive intervention is never used as a punishment.

Seclusion and Withdrawal

The 2026 guidance makes clear that seclusion (keeping a child alone in a room and preventing them from leaving) is a form of restrictive intervention. It must only be used when a child is in crisis and needs to be kept safe. It must never be used as a sanction. If seclusion is used:

- The child must be supervised at all times
- The space must be safe and not feel intimidating
- The child must be allowed to leave as soon as the immediate risk has reduced
-

Short periods of withdrawal (where a child chooses or is directed to work in a quieter space but is free to leave) are not restrictive and may be used as part of a planned support strategy.

Supporting Children with SEND and Additional Needs

We recognise that children with SEND, disabilities, communication differences or mental health needs may be more vulnerable during times of distress. Staff must consider these needs carefully before, during and after any intervention.
In line with the Equality Act 2010, we make reasonable adjustments to reduce the likelihood of crisis situations. This includes:

- Individual behaviour or regulation plans
- Sensory or environmental adjustments
- Alternative routines or expectations
- Co-produced risk assessments
-

These plans are created with parents and carers and reviewed regularly.

Recording and Reporting

All IFtL schools are required to record and report all significant incidents involving restrictive intervention or seclusion.
Therefore:

- All incidents must be recorded in writing as soon as possible and no later than the same day
- Records must include what happened, why it happened, what de-escalation was attempted, and what force was used
- Parents and carers must be informed as soon as practicable, unless doing so would place the child at risk
- Seclusion incidents must be recorded and reported in line with statutory requirements
- All seclusions, use of reasonable force and restrictive interventions must be reported to the IFtL Safeguarding team at the end of each half term.

These records help us understand what happened, learn from incidents and reduce the likelihood of them happening again.

After an Incident

After any restrictive intervention, we provide support for the child and for staff. This may include:

- Checking the child's physical and emotional wellbeing
- Offering time and space to calm
- A supportive conversation to help the child understand what happened
- A debrief for staff
- Reviewing the child's support plan with parents and carers
-

Our aim is always to repair relationships, rebuild trust and prevent future incidents.

Searching Pupils

Searching pupils is carried out in line with *Searching, Screening and Confiscation* (DfE, 2022) and *KCSIE 2025*. Staff may search pupils with their consent for any item. Without consent, staff may search for prohibited items such as weapons, alcohol, drugs, stolen items, fireworks, tobacco or pornographic images.
Searches:

- Must be conducted by a staff member of the same sex as the pupil (except in exceptional safeguarding circumstances)
- Must be witnessed by another adult
- Must not involve removing clothing other than outer garments
- Must be communicated to parents or carers

Reasonable force may only be used to search for items prohibited by law.

Our Commitment

IFtL schools follow the principles of *Positive Environments Where Children Can Flourish*. We aim to:

- Build strong, trusting relationships
- Understand each child's needs and triggers
- Use the least intrusive intervention possible
- Keep children safe while protecting their dignity and rights
- Work in partnership with families

Restrictive intervention is always a safeguarding response, never a behaviour management tool.

Searching, Screening and Confiscation advice for schools

IFtL and all their schools will also comply to the searching, screening and confiscation DfE advice for schools. This reflects the response to the treatment of Child Q in December 2020.

Within our schools, if the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item.
Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, schools should do everything "reasonably possible" to inform parents ahead of the search and must inform them after a search take places.

At least two other people must be present with the child throughout the search, one of which must be an appropriate adult.

Schools will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead.

The IFtL executive team will be informed should a police search be required within any IFtL school.

Mobile Phones

Mobile phones are not permitted in the school. If parents want their child to bring a phone to school for safety reasons, they must be switched off before students enter school and either kept in lockers/bags or handed to the teacher (we cannot accept any responsibility for lost or stolen possessions). If a member of staff sees a mobile phone, it will be confiscated and a sanction will be issued. In the first instance the phone will be handed back to the student at the end of the day, further incidents will require a parent / carer to collect the phone from the school reception, the mobile will not be returned to the learner.

Suspensions and Permanent Exclusion

Schools within IFtL are committed to inclusion and work hard to ensure that no child is suspended or excluded from school. However, in rare and exceptional circumstances, and always as a last resort, a suspension or permanent exclusion may be necessary to safeguard pupils, staff, or the wider school community. Any decision to suspend or exclude a pupil is taken solely with the direct agreement of the Headteacher, following a thorough review of the incident and in line with statutory guidance.

Every effort is made to avoid the need for suspension or exclusion, and schools will always seek to implement supportive strategies first. However, schools retain the right to suspend or exclude pupils where behaviour poses a risk to the safety of themselves or others, or where it significantly disrupts the rights of the school community to learn and work in a safe environment.

Parents and carers have the right to appeal any decision to suspend or permanently exclude their child. Appeals must be made directly to the Headteacher and will be managed in accordance with the IFtL Complaints Policy. All parents and carers will receive written notification of any suspension or exclusion, including the reasons for the decision and clear information about their right to appeal and the process to follow.

The purposes of a suspension are:
- to signal to all involved an ultimate boundary/limit to behaviour that can be accepted
- to signal to all involved the severity of the incident
- to signal that the child's current behaviour puts them at risk of exclusion
- to give everyone involved time to think, reflect and gain perspective on what happened
- to give the school time to improve their plan of support for the child
- to function as a 'reset' so that we can work together to improve behaviour afterwards.

IFtL all believe in the importance of inclusion and meeting of varied needs and therefore will regularly review and adapt provision to help reduce the need for suspensions/exclusion. Close collaborative working and partnership with parents/ carers and external agencies are also seen as key. Should the last resort of an internal suspension, fixed term suspension be required, provision will be carefully considered and reviewed to help prevent the reoccurrence and these will be discussed and documented in the reintegration meeting. During the period of suspension, the child will be provided with appropriate work as detailed within guidance.

Internal suspensions may be used as part of a continuum to enable the child to regulate, reflect on their behaviour as part of the restorative practice bespoke to their needs. As with external suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward. Internal suspensions must always be logged and shared with parents/ carers.

After a period of suspension, schools must consider adaptations required to support the child on return to school and implement them accordingly. If there are safeguarding concerns, the school need to consider these carefully and sensitively and use alternative forms of intervention, for example, internal suspension.

All IFtL schools adhere to all the latest guidance and fulfill all legal requirements relating to behaviour and exclusions including the 'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion' and with Section 89 of the Education and Inspections Act 2006. Any form of suspensions, and permanent exclusions will be reported to IFtL on a half termly basis.

Permanent exclusions will only occur in extenuating circumstances and only with the agreement of the CEO.

Any decision to exclude a pupil will be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in

response to a serious breach, or persistent breaches of the school's behaviour policy, and, where allowing, the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Chief Executive Officer, Sarah Bennett, must be fully consulted and informed of any potential permanent exclusions.

Risk assessment will be put in place when there is a risk of permanent exclusion and external agencies including the local authority must be consulted with.

In Milton Keynes we adhere to the school's inclusion partnership framework and will follow the ROPE (risk of permanent exclusion meeting) process.

In highly exceptional circumstances, if a child is permanently excluded, we expect schools to collaborate with parents/ carers, IFtL and the local authority, to arrange a place at an alternative educational setting as soon as possible to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should collaborate with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, schools must work closely together with IFtL, social workers, local authorities and other professionals to ensure adequate and appropriate arrangements are in place to stay connected with vulnerable children and young people.

Suspension and Permanent Exclusion Guidance August 2024

IFtL and all our schools will comply with the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England' August 2024 guidance.

Suspension and permanent exclusion guidance

We fully believe and adhere the DfE "ambition to create high standards of behaviour in schools".

As stated within the guidance, we will adhere to the following:

- Headteachers are able to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers/virtual school heads if relevant. Cancelled suspensions and/or exclusions should be reported to governors on a termly basis.
- When a pupil is suspended or excluded, parents must be notified "without delay". This requirement extends to social workers and/or virtual school heads as applicable for looked-after children and children with a social worker.
- When a pupil is suspended or excluded, the local authority must be notified – regardless of the length of suspension.

- We will work closely with social workers and virtual school heads if they are allocated to the suspended or excluded pupil.
- Data monitoring for governing boards and Trustees will be in place to ensure suspensions and permanent exclusions are used only as a last resort.

Inclusion, SEND and Behaviour

Some children with additional needs may require additional bespoke support and intervention to help meet their needs and support them in making positive choices. The programme of support will be highly bespoke, personalised and specifically targeted to address these needs with the collaboration of the parents/ carers. The successes will be reviewed and the programme of support adapted adaptations made as frequently as the needs of the child requires. Suspensions will always be a last resort and this is no different for learners with SEND. If a suspension does occur for a learner with SEND, it is essential that the school carefully considers adaptions which need to be made to help meet the needs more effectively and these adaptions must be made prior to the reintegration. Where appropriate, external agency support should be gained and considered in the plan.

Inclusion and Applied Behaviour Analysis

IFTL schools do not endorse or use Applied Behaviour Analysis (ABA). The research is variable and provides inconsistent findings. Some research and autistic voices highlight that ABA often overemphasises compliance, suppresses natural autistic behaviours, and can lead to long-term psychological harm, including masking-induced burnout, anxiety, and PTSD. Other evidence highlights that it can support to help some to develop life skills and stay safe. However, as stated on the National Autistic Society website,
'ABA is now one of the most researched of all autism approaches, but there are significant limitations and gaps in the research, particularly about long-term effects.'
Please see the following link for more information on the National Autistic Society website: Positive Behaviour Support (PBS)

Instead, within our IFtL schools, we believe in attuned, inclusive practices that celebrate each child's individuality, provide targeted support for their specific needs, including sensory, communication, cognition and emotional regulation. We believe it is every learners right to be championed, for their needs to be met in a highly personalised approach if it is in the best interests of the child and that we must ensure every child achieves the best they can be.

Longer Term Impacts of Covid and Awareness

It is important that we ensure we create a positive culture is embedded throughout all our schools and we create calm and respectful environments whereby everyone,

children, staff, parent/ carers, follow the rules. We recognise that mental health can result in changes within behaviour or emotional well-being. We also recognise that some children will have been exposed to a range of adversity, which may include serious illness, bereavement and long-term anxiety, leading to an increase in SEMH needs. Moreover, for some SEND children, their provision is likely to have been adapted which may have had an impact on their behaviour.

At IFtL, we will ensure we support all these needs both at a wider school level and at a more bespoke, personalised level, as required. Some children may require additional support and we will therefore ensure we work closely with external agencies and providers, for example, Educational Psychologists, social workers, counsellors etc., to help provide the best support possible for all our children.

Governance:
The timeframes set out in the School Discipline Pupil Exclusions and Reviews (England) Regulations 2012 remain in force. This applies to all exclusions, including those that were issued before 23 March.

Within IFtL, we will endeavour to meet the timeframes set out in regulations for review meetings and IRPs but recognise these might need to be extended if there are current coronavirus outbreaks or disruptions and the health risks of holding meetings. The Regulations themselves envisage that the timeframes may not always be met, which is why they specify that meetings and panel hearings must still go ahead even if the relevant deadline has been missed. It is for the governing board or IFtL Trust to assess the facts of the case and decide whether the statutory deadlines are achievable or whether, in the circumstances, the meeting must be delayed. Governing boards and IFtL will continue to take reasonable steps to ensure meetings are arranged for a time when all parties are able to attend. However, it is recognised with the return of schools' full time into education since September 2021, the timeframes are expected to be met unless in exceptional circumstances.

Recording and Reporting Behaviour
All higher levels of inappropriate behaviour and zero tolerance behaviours will be recorded using the recording systems adopted by each school and parent/ carers will be informed. All schools within the IFtL will inform the Trust of any internal suspensions, external suspensions or permanent exclusions.

Parental Support
We believe in the importance of close working relationships between the school and the parents and a collaborative approach supports the child in the best way possible. We believe that promoting positive behaviour is a shared responsibility between pupils, parents, and staff. We encourage parents to support this and the school behaviour policy and work in partnership with us to ensure a positive learning environment for all.

If parents have a concern about behaviour, they should initially contact the school directly. If parents still have a concern with regards to the school, please follow the

IFtL complaints process outlined in the IFtL Complaints Policy which can be found on our website www.iftl.co.uk

School requirements

Each school will incorporate the IFtL responsible citizens and behavior core values within their school policy and include how these core values will be promoted and met within their school. All schools will ensure they include details of their process and procedures for exclusion, positive handling and will ensure they publish all relevant information to meet website compliancy. They will ensure their policy complies with all government guidance and requirements including the DfE Behaviour in Schools Guidance February 2024 and the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England September 2023.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.
If you have any concerns at all, raise them **immediately** with the local DSL or IFtL' s Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

Other policies linked to this policy are:

- IFtL Attendance Policy
- IFtL Anti-bullying core values policy
- IFtL Equality, statement and objectives
- IFtL Inclusion Policy

https://www.iftl.co.uk/policies/

APPENDIX ONE

Please see below for the IFtL Zones of Regulation and progressive emotional language used within each zone.

Group of emotions where we are calm, alert and ready to learn.				
Nursery – **happy calm**				
EYFS **Happy** **Calm** **Okay** **Creative**	**KS1** **Focused** – to feel able to pay attention **Relaxed** – to feel calm and less active **Cheerful** - to feel bright and pleasant **Confident** - to feel sure about your own ability **Courageous** - to feel brave **Determined** - to feel eager to complete something even through adversity **Enthusiastic** – to feel great interest in something **Curious** - to feel like you want to know more	**LKS2** **Content** – to feel satisfied **Hopeful** – to be optimist something positive will happen **Grateful** – to feel thankful for kindness or something pleasing **Peaceful** – to feel calm and quiet **Proud** – to feel pleased or a sense of achievement because of something **Inspired** – to feel positively influenced to do something **Respected** – to feel thought of in high regard or with admiration **Inquisitive** – to feel eager to learn and find out more **Eager** – to feel keen to do something	**UKS2** **Thankful** – to feel and show thanks **Trusting** - to feel you can rely and depend on others **Optimistic** – to feel hopeful that things will work out well **Valued** – to feel important and useful to others **Settled** - to feel relaxed and calm **Motivated –** to feel the urge to get something completed	**KS3** **Powerful** – to feel strong (in your mind and in your body) **Accepted** – to feel included and valued for being you

Group of emotions where we feel things more strongly; our energy is getting higher. We might not be fully ready to learn.				
Nursery – excited worried				
EYFS **Worried** **Silly** **Scared** **Excited**	**KS1** **Nervous** – to feel worried or unsure in certain situations **Annoyed** – to feel irritated by a person or situation **Surprised** - to feel shocked or amazed by something unexpected **Playful** – to feel cheerful and have lots of energy **Bouncy** - to feel lively or energetic **Frustrated** - to feel upset or angry about being unable to do something	**LKS2** **Confused** - to feel you have misunderstood something **Insecure** – to feel doubtful or unsure of yourself **Vulnerable** - to feel at risk of being hurt emotionally or physically **Energetic** - to feel full of energy and ready to be active **Startled** - to feel alarmed or surprised suddenly **Jittery** – to feel restless about a situation **Anxious** – to feel worried, nervous or afraid of doing something **Flustered** – to feel confused when trying to complete too many things at once **Disgusted** – To feel a strong dislike towards something	**UKS2** **Overwhelmed** – to feel a burden/negative feeling cause by too much of something **Unfocused** – to feel unable to concentrate **Guilty** - to feel responsible for doing something wrong **Jealous** - to feel negative or envious over what someone has or is doing **Rejected** – to feel unaccepted and not included	**KS3** **Remorseful** - to regret your actions **Provoked** – to feel someone or something has caused you to react in a certain way **Envious** – to feel a desire for what someone else has

Group of emotions where I have excessive energy and we need to channel this in another way to make good learning choices.

Nursery – angry over-excited

EYFS	KS1	LKS2	UKS2	KS3
Angry **Frightened** – to feel fearful or scared **Joyful** – to feel and show great happiness	**Terrified** - to feel great fear or terror **Furious** - to feel full of anger and rage **Overjoyed** - to feel extremely happy **Amazed** – to feel surprised and filled with wonder **Awful** - to feel very bad and unpleasant	**Wild** - to feel unable to follow rules **Ecstatic** – to feel extreme delight **Disrespected** – to feel that you have not been treated respectfully **Aggressive** - to show mean or unkind actions which cause others to feel fear **Horrified** - to feel a sense of shock or fear **Humiliated** - to feel a loss of pride or to feel ashamed **Stressed** - to feel overwhelmed by something that causes you to worry **Threatened** – to feel at risk of physical and emotional harm **Enraged –** to feel extreme anger	**Elated** - to feel extremely happy or proud **Panicked** - to feel sudden fear which causes unusual behaviour **Out of control** – to feel undisciplined **Infuriated** – to feel rage or great anger **Bitter** – to feel hatred or sadness because of a situation or a person **Awe** – to feel a very strong feeling of wonder and respect **Tense** – to feel discomfort in your body due to a negative experience **Astonished** - to feel great surprise or amazement **Mortified –** to feel extreme embarrassment or shame **Desperate** - to feel great need or desire	**Livid** - to feel anger beyond control **Repulsed –** to feel cold and full of rejection towards something/someone **Abandoned** – to feel left with nobody returning **Dismissed –** to feel not worthy of consideration

Group of emotions where we feel a lack of energy and we might not feel ready to learn.				
Nursery – sad upset hungry thirsty				
EYFS **Sad** **Sick** **Tired** **Bored** **Upset** **Unhappy**	**KS1** **Hurt** – to feel pain, harm or suffering (in your body or your mind) **Lonely** – to feel empty or alone **Shy** – to feel uncomfortable in a situation **Embarrassed** – to feel uncomfortable because of shame or receiving too much attention **Disappointed** - to feel unhappy because what you hoped or wished did not happen	**LKS2** **Exhausted** - to feel worn out and overly tired **Disappointed** - to feel unhappy because what you hoped or wished did not happen **Indifferent** - to feel disinterested **Deflated** – to feel a sudden loss of confidence or optimism **Ashamed** – to feel embarrassed because of yours or someone's actions **Disengaged –** to feel released from responsibility or engagement **Demotivated** - to feel a loss of energy to get something completed	**UKS2** **Unsettled** - to feel upset, shaken up or disturbed **Withdrawn** - to feel that you do not want to be in a place or doing an activity **Hesitant** - to feel doubtful and unsure **Isolated** - to feel disassociated or unfriendly **Pessimistic -** to feel like the worst is going to happen **Crestfallen** - to feel downcast	**KS3** **Despondent -** to feel low in spirits or dejected **Detached** - to feel disconnected emotionally

APPENDIX TWO

Please see below for the IFtL Zones of Regulation and progressive recognition of body language and interoceptive awareness associated within each zone as the children get older and gain more confidence with the use of the zones. Please note that this list is not exhaustive and that the interoceptive awareness will vary from individual to individual. This list is to support children's understanding and self-awareness for the physiological responses in their bodies and linking these with their emotions.

Feeling	Body Parts	Nursery/EYFS	KS1	LKS2	UKS2	KS3
Optimum energy levels Relaxed/calm /focused	Hands/Fingers	Cool Warm Still Wet	Comfortable Kind Soft fine	Relaxed Busy Loose	Tender	
	Feet	Wet Clean	Relaxed Still	Comfortable Loose	Curled	
	Mouth	Smiling Talking Full	Relaxed Wet Chewing	Comfortable	Watery Clenched hydrated	Too much Loose
	Eyes	Open Looking	Focused	Curious		Perceiving
	Ears	Hearing	Listening Focused		Attending	
	Nose					
	Voice		Whispering	Questioning		
	Cheeks					
	Skin	Tickly Sore	Hot Cold Wet	Clean Dirty Dry	Sweaty Itchy	Clammy Sensitive
	Muscles		Relaxed			
	Lungs					
	Heart					Homeostatic heart rate
	Brain				Processing	Pre-frontal cortex engaged – decision making and ideas
	Stomach	Okay				
	Bladder					

Increasing energy levels Fidgeting, need for movement	Hands	Fiddly Sticky Wiggly Tickly Jumping	Heartbeat Shaking Dirty Itchy Tapping	Squeezing Dry Busy Clenched Tingly Pins and needles	Throbbing Tremors Tight	Perspire
	Feet	Wiggly	Tapping Sweaty	Tense I want to run. Dry Fidgety Shaky Pins and needles	Pacing Clammy Damp Curled toes	Perspire
	Mouth			Tight Dry wet	Too much/too little saliva	
	Eyes	Sore	Distracted Blurry Itchy	Sensitive		
	Ears		Sensitive Itchy Needing quiet			
	Nose					
	Voice	Quiet Shouting	Loud	Quivering Questioning Repeating	Cracking Scripting Seeking reassurance	
	Cheeks		Tingling	Flushed		
	Skin	Hot/cold	Sweaty	Clammy		
	Muscles		Tight Sore	Tense		
	Lungs		Tight	Heavy		
	Heart		Fast			
	Brain			Cluttered Headache dizzy	Overstimulated Animal Brain	
	Stomach	Rumbly	Butterflies	Jittery		
	Bladder				Frequent need to urinate	

Low energy levels
Moving slowly/ lethargic

	Cold				
Feet	Floppy Sore	Aching	Shaky Pins and needles		
Mouth		Dry Chapped		dehydrated	
Eyes	Crying Wet Sore	Blurry Watery Itchy	Dry Heavy		
Ears		Sensitive	Sensitive		
Nose	Cold Tickly	Stuffy Itchy Sore	Burning		
Voice		Quiet		mute	
Cheeks	Cold Hot	Warm	Burning		
Skin			Goosebumps		
Muscles		Heavy	Aching	Tense	Sedentary fatigue
Lungs	Coughing	Wheezing	Heavy		
Heart		Slow Sore			
Brain	Tired	Slow	Empty Headache dizzy	Under stimulated	
Stomach	Hurt Rumbling Sore	Pain Growling Empty	Stomach ache cramps	Constipation Nauseous	Period Pains/menstrual cramps
Bladder	hurt	Sting hot	burning	infrequent	cystitis

High energy levels
Flight/Fight/Freeze

Hands	Cold Hot Hurting	Punching Warm	Clenched		
Feet	Hot Kicking	Tapping	Tense/Tight I want to run	Pacing Clammy Damp	Perspire
Mouth					
Eyes	Crying	Tears			
Ears		Shut off Needing quiet Hands over ears		Pulsating	
Nose					
Voice	Shouting Yelling	Loud	High Pitched	Mute	
Cheeks	Hot	Boiling	Burning		
Skin	Hot				
Muscles		Tight	Tense		
Lungs		Full			
Heart		Fast			
Brain		Full	Racing		Amygdala engaged
Stomach			Cluttered		
Bladder					

APPENDIX THREE

Please see below the Milton Keynes secondary school behaviour chart which will refer to and use as appropriate for the needs of all our children.

Milton Keynes Behaviour Charter

As a collective of schools across Milton Keynes we believe that every child deserves the right to a good education. For us to achieve this it is imperative that schools, parents and pupils all work together to ensure positive outcomes. All schools in Milton Keynes firmly believe in this Behaviour Charter and will collaboratively work alongside other schools, parents, and pupils to best support the young people of Milton Keynes.

We believe that:

- All pupils should feel safe, physically and emotionally, in their school;
- All pupils should feel welcome in their school;
- All pupils should feel able to thrive in their environment.

To achieve this the charter expects that:

- All pupils, parents and staff should treat everyone in the school with respect, tolerance and kindness;
- All pupils, staff and parents should know, understand, and adhere to their school values and rules;
- All pupils should follow the behaviour policy in force in their school with positive intention;
- All pupils should try, at all times, to be the best that they can be and should acknowledge, and take responsibility for their actions, when something has gone wrong;
- All parents/carers should support and work with the school to encourage their child/ren to adhere to their school's behaviour policy and this Charter.

Milton Keynes' schools believe that all pupils deserve a disruption free learning environment. Schools and the professionals within them will not tolerate behaviour that goes against the aims of this Behaviour Charter. Poor behaviour within Milton Keynes schools may include, but is not limited to:

- Rudeness and defiance;
- Truancy;
- Persistent disruptive behaviour;

- Intimidating, threatening and physical behaviours to both peers and staff;
- Bullying (all schools have agreed to the Anti-Bullying alliance definition of bullying).

We encourage all parents to engage fully with the school if they are concerned about any aspect of their child's experience at school. Every school has a complaints policy which should be used to its full capacity before any other action is taken by parents.
All schools in Milton Keynes will have their own policies which staff, parents and pupils adhere to. As professionals we will deploy a number of different strategies to support and promote positive behaviours whilst still holding the Milton Keynes Behaviour Charter at the forefront of our collective aims.
Our clear purpose is to make a long-lasting difference to the young people of Milton Keynes. We will work with parents and pupils to achieve the best academic outcomes as well as guiding and supporting them to becoming happy, productive, and successful members of society.

APPENDIX FOUR

iPad Code of Conduct – this is led by schools using the documents at https://www.iftl.co.uk/devices/key-documents/