Inspiring Futures through Learning

# Responsible Citizens and Behaviour Core Values*

September 2026 - September 2027

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| **Policy name:** | Responsible Citizens and Behaviour Core Values* |
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| **Date relevant from:** | September 2026 |
| **Date to be reviewed:** | September 2027<br>*This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this, Policy.* |
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**Key:**

***Publication on website:***

| **IFtL website** | | **School website** | |
|---|---|---|---|
| 1 | Statutory publication | A | Statutory publication |
| 2 | Good practice | B | Good practice |
| 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.

**IFtL Behaviour Principles**

- Relationships come first.
- Every child can learn positive behaviour.
- Behaviour is communication.
- High expectations and high support coexist.
- Consistency is more important than severity.
- Consequences should teach rather than humiliate.
- Inclusion and accountability go together.

**Legal framework**
:
This policy has due regard to:

- Education Act 2002
- Education and Inspections Act 2006
- Behaviour in Schools
- Suspension and Permanent Exclusion
- Keeping Children Safe in Education
- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- Working Together to Safeguard Children

**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.

**Behaviour, Safeguarding and Child Protection**

Behaviour and safeguarding are closely linked but should not be viewed as the same process.
IFtL recognises that behaviour may be an indicator of unmet need, trauma, abuse, neglect, exploitation, mental ill-health, bullying, discrimination or other safeguarding concerns. Schools must ensure behaviour concerns are considered alongside wider safeguarding information, the individual circumstances of the child and any known vulnerabilities.
Where behaviour raises safeguarding concerns, a safeguarding response must be initiated in accordance with IFtL' s Child Protection and Safeguarding Policy. Safeguarding investigations, support and protective measures must not be delayed pending behaviour investigations or disciplinary outcomes.

Behaviour sanctions alone do not constitute a safeguarding response.
Where behaviour is linked to child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, exploitation, discrimination, SEND, mental health needs or other safeguarding concerns, schools must ensure that safeguarding needs are identified, assessed and addressed separately from any behaviour sanction.

Where a child has been harmed by the behaviour of another child, the support, protection and safeguarding measures provided to that child must not be dependent upon the outcome of any disciplinary process. Safeguarding concerns must be addressed immediately and separately from behaviour investigations and sanctions.
Schools must ensure that both the child who has experienced harm and the child whose behaviour has caused concern receive appropriate support, intervention and safeguarding consideration where required.

Designated Safeguarding Leads must be involved where behaviour may indicate risk of harm, child-on-child abuse, criminal exploitation, sexual harassment, sexual violence, harmful sexual behaviour or significant vulnerability.

Schools will work collaboratively with parents, carers and relevant agencies to ensure behaviour concerns are understood within their wider context and that appropriate support is implemented to promote safety, wellbeing and positive outcomes for all children.

**Contextual Safeguarding**

IFtL recognises that safeguarding risks can occur outside the home and school and may be associated with a child's peer group, online activity, community environment or local area. Behaviour incidents will be considered within the wider context of children's lives and experiences. Schools will consider whether incidents may be linked to exploitation, criminal activity, harmful peer influences, online harms, abuse, discrimination, radicalisation or other contextual safeguarding concerns and will work with safeguarding partners where appropriate.

**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 behaviour 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.

**Behaviour and Attendance**

IFtL recognises the strong relationship between behaviour, wellbeing, belonging and attendance.

Schools should seek to understand whether poor attendance may be linked to:

- bullying;

- anxiety;
- unmet SEND needs;
- safeguarding concerns;
- mental health;
- difficulties with regulation;
- relationships within school.

Behaviour and attendance information should be considered together when assessing a child's needs and determining appropriate support.

Schools recognise that children who are persistently absent, severely absent or missing education may be at increased risk of harm, exploitation, abuse, neglect, mental health concerns or involvement in criminal activity. Attendance concerns will therefore be considered through a safeguarding lens and addressed in accordance with the school's attendance and safeguarding procedures.

**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 differences
- 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 confidence 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**

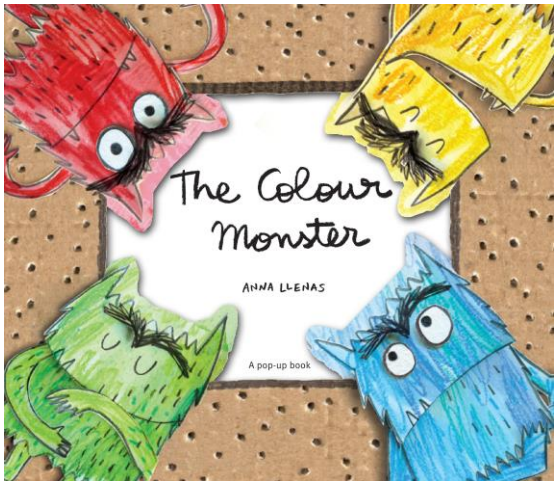
Our approach to emotional literacy and self-regulation is universal for all our children. However, at times, some of our children may need more bespoke teaching of self-regulation depending on their primary area of need. This may be a child with SEND or a child who often experiences dysregulation and 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<br>Lonely<br>Sad<br>Tired<br>Unwell | Calm<br>Content<br>Focused<br>Happy<br>Ready to learn | Anxious<br>Confused<br>Excited<br>Frustrated<br>Worried | Angry<br>Aggressive<br>Terrified<br>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.

**Sanctions & dealing with inappropriate behaviour**

Children and young people develop behaviour through teaching, modelling, relationships and experience. 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 behaviour policy again adhering to the IFtL core values and vision. Humiliating, belittling or punitive punishments are always unacceptable approaches.

**Zero Tolerance of Discrimination, Bullying and Abuse**

IFtL has zero tolerance of discrimination, bullying, harassment, abuse and prejudice in any form. Such behaviours are incompatible with the Trust's values and will always be taken seriously. Schools will investigate all incidents promptly and respond fairly, consistently and proportionately, taking account of safeguarding responsibilities, the Equality Act 2010, individual circumstances and any relevant SEND or additional needs.

These behaviours are:

- Any form of discrimination or harassment including sexual and those against any of the protected characteristics*
- Racism
- Inequality
- Homophobia
- Islamophobia
- Antisemitism
- Extremist behaviour
- 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 serious behaviour 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 of 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.

**Protected Characteristics and Hate Incidents**

IFtL has a zero-tolerance approach to prejudice, discrimination and hate incidents.

Schools must ensure that incidents related to:

- race;
- religion;
- disability;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity;

are recorded appropriately, investigated thoroughly and reported in accordance with statutory requirements and local procedures.

Schools should prioritise educational and restorative approaches whilst ensuring appropriate sanctions where necessary.

**Low-Level Discriminatory Incidents**

Schools will challenge and respond to inappropriate language, discriminatory comments, stereotypes and prejudice-based behaviour at the earliest opportunity. Early intervention helps prevent escalation and promotes a culture of respect, inclusion and belonging.

**Sexual Harassment, Sexual Violence and Child-on-Child Abuse**

IFtL recognises that sexual harassment and sexual violence are never acceptable, will never be tolerated and should never be passed off as banter, part of growing up, having a laugh or boys being boys.

Sexual harassment may include:

- sexual comments;
- sexual jokes;
- sexual name-calling;
- displaying sexual images;
- online sexual harassment;
- unwanted sexualised behaviour;
- sharing sexual content.

Sexual violence includes rape, assault by penetration and sexual assault.
Incidents may constitute child-on-child abuse and must always be considered through a safeguarding lens.
All incidents must be recorded, investigated and referred to the Designated Safeguarding Lead.
Behaviour sanctions should never replace an appropriate safeguarding response.

**Harmful Sexual Behaviour**

Schools recognise that harmful sexual behaviour exists on a continuum and may be displayed by children of any age. Concerns relating to harmful sexual behaviour will be assessed and managed through safeguarding procedures, risk assessment and specialist support where required.

**Violence Against Women and Girls (VAWG), Misogyny and Harmful Attitudes**
IFtL recognises the importance of challenging misogyny, gender-based prejudice, harmful stereotypes and behaviours associated with Violence Against Women and Girls (VAWG). Schools will actively promote respectful relationships and challenge attitudes or behaviours that contribute to harassment, discrimination or abuse.

**Child Criminal Exploitation, Child Sexual Exploitation and Serious Youth Violence**
IFtL schools recognise the risks associated with Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), county lines activity and serious youth violence.

Behaviour changes, attendance concerns, unexplained possessions, missing episodes, peer group changes, online activity, unexplained injuries, possession of weapons or involvement in anti-social behaviour may indicate safeguarding concerns requiring further assessment.

Schools will work with safeguarding partners and relevant agencies where concerns relating to exploitation or serious youth violence are identified.

**Behaviour in Schools Guidance**

Within IFtL, we follow and adhere to the current Department for Education Behaviour in Schools Guidance and any subsequent updates issued during the lifetime of this policy

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 best practice in addition to compliancy. All headteachers take responsibility for implementing measures to secure acceptable standards of behaviour" to meet the national minimum expectation.

IFtL expect behaviour systems to reflect the principles inspectors consider when evaluating behaviour, culture, inclusion and safeguarding;

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 2026*, 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.

Where restrictive intervention is used repeatedly, schools should undertake a review of the pupil's support plan, behaviour support plan, risk assessment, SEND provision and safeguarding needs to reduce the likelihood of future interventions

**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 Behaviour**

Schools must maintain accurate records of significant behaviour incidents, suspensions, permanent exclusions, restrictive interventions, discriminatory incidents, sexual harassment incidents and safeguarding concerns.

Where behaviour incidents meet safeguarding thresholds, records must be made in accordance with the IFtL Safeguarding Policy and appropriate referrals completed. All higher levels of inappropriate behaviour and serious behaviour incidents will be recorded on CPOMS and parents/ carers will be informed. All schools within IFtL will inform the Trust of any internal suspensions, external suspensions or permanent exclusions.

Behaviour records should be reviewed regularly to identify patterns, disproportionality, emerging risks and vulnerable groups requiring additional support

**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 2026*. 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 a safety measure used to prevent harm and should never be used as a punishment, sanction or behaviour management strategy.

**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.

Schools should also ensure that any mobile phone procedures align with their Online Safety, Filtering and Monitoring, Acceptable Use and Safeguarding Policies. Concerns relating to online bullying, sexual harassment, harmful online content, AI-generated content or safeguarding risks should be managed through safeguarding procedures where appropriate.

**Artificial intelligence**

Schools will respond promptly and appropriately to the misuse of artificial intelligence (AI), including AI-generated images, deepfakes, digitally manipulated sexual imagery, impersonation and other forms of AI-enabled bullying, harassment or abuse. These incidents will be managed through the school's safeguarding and behaviour procedures, alongside its online safety, filtering and monitoring, and acceptable use arrangements. Appropriate support will be provided to any child affected, and safeguarding concerns will be addressed without delay.

**Filtering and Monitoring**

Schools will ensure behaviour, safeguarding and online safety procedures align with filtering and monitoring arrangements. Concerns identified through filtering and monitoring systems may require both behavioural and safeguarding responses and will be managed in accordance with the Child Protection and Safeguarding Policy.

**Inclusion, SEND and Behaviour**

IFtL recognises that pupils with SEND, disabilities, communication needs, neurodivergence, SEMH needs, sensory differences or medical conditions may experience additional barriers to learning and behaviour regulation.
Schools must ensure behaviour decisions take account of:

- identified SEND;
- disabilities;
- EHCPs;

- support plans;
- pupil passports;
- reasonable adjustments;
- safeguarding factors;
- communication needs;
- adverse childhood experiences.

Behaviour should not be viewed in isolation from a child's needs or circumstances. Before significant sanctions, suspension or exclusion are considered, schools should satisfy themselves that:

- appropriate support has been implemented;
- reasonable adjustments have been considered;
- support plans have been followed;
- SEND needs have been explored;
- safeguarding concerns have been considered.
-

Schools must comply with the Equality Act 2010 and avoid practices that place pupils with SEND at a substantial disadvantage

**Children with a Social Worker/ Looked after children**

IFtL recognises that children who have a social worker are more likely to face barriers to education and achieve poorer outcomes.
Where a pupil has a social worker, schools should ensure that behaviour support, suspension decisions and reintegration planning are undertaken in collaboration with relevant professionals wherever possible.
Social workers should be informed of suspensions and serious behaviour concerns without delay.
Particular consideration should also be given to Looked After Children and Previously Looked After Children. Schools should work closely with Virtual School Heads and relevant professionals to promote inclusion and minimise the use of suspension and exclusion wherever possible

**Suspensions, Separation and Permanent Exclusion**

Schools within IFtL are committed to inclusion and work hard to ensure that no child is suspended or permanently 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 will be taken by the Headteacher following a thorough review of the incident and in accordance with statutory guidance.

**Considerations Prior to Suspension**

Before any suspension is considered, schools must seek to understand the reasons behind the behaviour and whether it may have arisen as a result of:

- Unmet SEND needs;
- Unmet safeguarding needs;

- Mental health difficulties;
- Bullying, harassment or discrimination;
- Trauma or adverse childhood experiences;
- Communication difficulties;
- Failures to implement agreed support, interventions or reasonable adjustments.

Particular care must be taken when considering suspension for pupils with SEND, pupils with a social worker, looked after and previously looked after children, and other vulnerable pupils.
Schools must ensure that reasonable adjustments, support plans, safeguarding concerns and individual circumstances have been appropriately considered. The rationale for decisions and any support considered must be clearly recorded.
Where safeguarding concerns are identified, these must be addressed through safeguarding procedures and support plans regardless of whether a suspension is issued. Suspension should never replace an appropriate safeguarding response.

**Separation of Pupils for Safeguarding Purposes**

Schools may, in exceptional circumstances, temporarily prevent a pupil from attending the school site where this is necessary to safeguard another pupil or pupils and where separation is essential to manage an identified risk of harm. This is a safeguarding measure and not a suspension or disciplinary sanction. It should only be used where alternative arrangements are not reasonably practicable and must be kept under regular review.

Separation for safeguarding purposes is distinct from a suspension and must not be used as a disciplinary sanction. Any decision to separate a pupil must be lawful, proportionate, necessary and regularly reviewed.
Where separation is used, schools will:

- Prioritise the safety and wellbeing of all children involved;
- Ensure suitable supervision and educational provision continue;
- Consider the views, wishes and feelings of the children involved, where appropriate;
- Undertake and regularly review risk assessments;
- Involve the Designated Safeguarding Lead;
- Work with parents, carers and relevant agencies as required;
- Ensure arrangements remain under active review and end as soon as they are no longer necessary.

Safeguarding responses must remain separate from behaviour sanctions and any child affected must receive appropriate support and protection.

**Purposes of a Suspension**

Where a suspension is necessary, its purpose may be:

- To signal the seriousness of the incident;
- To reinforce that certain behaviours are unacceptable;
- To provide a clear boundary regarding behaviour expectations;
- To allow time for reflection and investigation;

- To enable additional support and planning to be put in place;
- To support a successful reintegration back into school.

**Internal Suspensions**

Internal suspensions may be used as part of a graduated response where appropriate. They should be used carefully, proportionately and only when other suitable strategies have been considered.
Internal suspensions should not be used as a substitute for appropriate support or safeguarding interventions. They must always be recorded and communicated to parents/carers.
Any period of internal suspension should be used constructively to support reflection, regulation, restorative approaches and planning for successful reintegration.

**Reintegration Following Suspension**

Following any suspension, schools must hold a reintegration process appropriate to the needs of the child.
This should include consideration of:

- Any safeguarding concerns;
- SEND needs and reasonable adjustments;
- Support plans and risk assessments;
- The child's views and experiences;
- Additional interventions or support required;
- Actions needed to prevent recurrence.

Schools should work collaboratively with families and relevant professionals to support a successful return to education.

**Off-site direction/alternative provision as an alternative to suspension**

Schools may consider off-site direction, alternative provision placements, managed moves or other inclusion strategies, where appropriate and in accordance with statutory guidance, as part of a graduated approach to support pupils and reduce the risk of suspension or permanent exclusion.

**Permanent Exclusion**

Permanent exclusion will only be considered in exceptional circumstances and must always be a last resort.
Any decision to permanently exclude a pupil must be lawful, rational, reasonable, fair and proportionate. Permanent exclusion should only be used where:

- There has been a serious breach, or persistent breaches, of the school's behaviour policy; and

- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The CEO must be consulted regarding any potential permanent exclusion and approve any decision to permanently exclude.
A risk assessment must be undertaken where a pupil is at risk of permanent exclusion and relevant agencies, including the Local Authority, should be consulted. Where appropriate, local inclusion processes, including the Milton Keynes ROPE process, should be followed.
Where a pupil is permanently excluded, schools will work closely with parents/carers, the Local Authority, social workers, Virtual School Heads and other relevant professionals to minimise any disruption to education and secure appropriate alternative provision as quickly as possible.

**Statutory Requirements and Oversight**

All IFtL schools will comply with current statutory guidance relating to suspensions and permanent exclusions.
In particular:

- Parents/carers will be informed of suspensions and exclusions without delay;
- Social workers and Virtual School Heads will be informed where applicable;
- The Local Authority will be notified in accordance with statutory requirements;
- Headteachers may cancel a suspension or exclusion where permitted by statutory guidance;
- Appropriate educational provision will be made during periods of suspension where required;
- Suspensions and exclusions will be monitored to ensure they are used only as a last resort.

Governing Boards and Trustees will receive regular information regarding suspensions, permanent exclusions and vulnerable groups to enable effective oversight, challenge and quality assurance of decision-making. Data will be reviewed to identify patterns, emerging concerns and any disproportionality affecting vulnerable groups, including pupils with SEND.

**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.

**Mental Health, Wellbeing and Behaviour**

IFtL recognises the significant link between behaviour, emotional wellbeing and mental health.
Schools should consider whether behaviour may be communicating distress, unmet need or emotional difficulty and should work collaboratively with families and relevant professionals to provide timely support.
Support should be preventative, relational and focused on helping children succeed.

**Family Help**

Where behaviour concerns indicate emerging needs rather than immediate risk of harm, schools will consider whether Family Help support would be beneficial and will work collaboratively with families and partner agencies to provide support at the earliest opportunity.

**Monitoring and Quality Assurance**

Schools will monitor behaviour information on at least a termly basis to evaluate the effectiveness, consistency and fairness of behaviour systems. Behaviour data will be analysed to identify patterns, trends, emerging risks and any disproportionality in outcomes, enabling early intervention and continuous improvement.

Analysis should include, where appropriate:

- year group;
- phase or key stage;
- gender;
- pupils with SEND;
- disadvantaged pupils, including those eligible for Pupil Premium;
- ethnicity;
- pupils with a Social Worker;
- Looked After Children and Previously Looked After Children;
- pupils with Education, Health and Care Plans (EHCPs);
- suspensions (including reasons, duration and frequency);
- permanent exclusions;
- internal suspensions, seclusion, or other removal from classrooms;
- restrictive interventions, positive handling and reasonable force;
- discriminatory incidents, bullying and prejudice-related incidents; and
- safeguarding-related behaviour incidents.
-

Where analysis identifies disproportionality or emerging concerns, schools will review their behaviour systems, reasonable adjustments, support plans, safeguarding arrangements and inclusion practices to ensure behaviour decisions remain lawful, fair, proportionate and compliant with the Equality Act 2010. Findings will be reported to senior leaders, Trustees and Local Governing Bodies as part of the Trust's quality assurance and governance processes.

Trustees and Governors will use this information to provide appropriate challenge and assurance that behaviour policies are being implemented consistently and that no group of pupils is placed at a disproportionate disadvantage

**Governance**

The Board of Trustees and Local Governing Bodies have a strategic responsibility to ensure that behaviour, suspensions, permanent exclusions and restrictive interventions are managed lawfully, fairly, proportionately and in accordance with statutory guidance.
Trustees and Governors will:

- Promote a culture of high expectations, inclusion, belonging and positive behaviour across IFtL schools.
- Monitor behaviour, suspension, exclusion and restrictive intervention data regularly.
- Review trends and patterns, including any disproportionality affecting pupils with SEND, disabilities, social workers, looked after and previously looked after children, pupils from minority ethnic groups and other vulnerable cohorts.
- Seek assurance that schools are fulfilling their duties under the Equality Act 2010, Human Rights Act 1998, Children and Families Act 2014 and relevant safeguarding legislation.
- Ensure that behaviour systems support, rather than disadvantage, vulnerable pupils.
- Monitor the effectiveness of behaviour policies, safeguarding processes and inclusion practices.
- Seek assurance that schools are considering the individual circumstances, SEND needs, safeguarding concerns and any reasonable adjustments before significant sanctions, suspensions or exclusions are implemented.
- Ensure that safeguarding concerns are responded to appropriately and separately from behaviour processes where required.
- Receive information regarding serious behaviour incidents, suspensions, permanent exclusions, restrictive interventions and discriminatory incidents.
- Provide appropriate support and challenge to school leaders regarding behaviour, attendance, inclusion and pupil welfare.
- Trustees and Governors will monitor the use of safeguarding separation arrangements, off-site directions, suspensions and permanent exclusions to ensure they are used lawfully, proportionately and only where necessary.

In relation to suspensions and permanent exclusions, Trustees and Governors will discharge all statutory duties in accordance with current legislation and Department for Education guidance. This includes ensuring that suspension and exclusion

decisions are reviewed appropriately, that pupils and families receive their legal entitlements, and that suspension and permanent exclusion are used only as a last resort.
The Trust and its schools will maintain oversight of behaviour, suspension and exclusion data to identify emerging trends, promote inclusion and continuously improve outcomes for all children and young people.

**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 possible way. 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 Behaviour Core Values within its local behaviour policy and clearly outline how these values will be promoted, implemented and monitored within its setting.
Schools will ensure that their policies include clear procedures relating to behaviour management, suspensions, permanent exclusions, restrictive intervention, safeguarding considerations, and support for pupils with additional needs. Schools will also ensure that all statutory information is published in accordance with current website compliance requirements.
All school policies and procedures must comply with relevant legislation, statutory guidance and regulatory requirements, including those relating to behaviour, safeguarding, inclusion, attendance, suspensions, exclusions, restrictive intervention and children's welfare. Where legislation or statutory guidance is updated during the life of this policy, schools will review and implement any required changes to ensure continued compliance.
Schools should have due regard to current Department for Education guidance, including but not limited to:

- Keeping Children Safe in Education (2026);
- Behaviour in Schools;
- Suspension and Permanent Exclusion Guidance;
- Restrictive Interventions, including the use of reasonable force in schools;
- Searching, Screening and Confiscation Advice for Schools;
- Working Together to Safeguard Children;
- Equality Act 2010;
- Human Rights Act 1998.

Schools should ensure that behaviour and safeguarding processes are aligned, recognising that some incidents may require both a disciplinary response and a separate safeguarding response, with the welfare of children remaining paramount at all times

**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**<br>**Happy**<br>**Calm**<br>**Okay**<br>**Creative** | **KS1**<br>**Focused** – to feel able to pay attention<br>**Relaxed** – to feel calm and less active<br>**Cheerful** - to feel bright and pleasant<br>**Confident** - to feel sure about your own ability<br>**Courageous** - to feel brave<br>**Determined** - to feel eager to complete something even through adversity<br>**Enthusiastic** – to feel great interest in something<br>**Curious** - to feel like you want to know more | **LKS2**<br>**Content** – to feel satisfied<br>**Hopeful** – to be optimist something positive will happen<br>**Grateful** – to feel thankful for kindness or something pleasing<br>**Peaceful** – to feel calm and quiet<br>**Proud** – to feel pleased or a sense of achievement because of something<br>**Inspired** – to feel positively influenced to do something<br>**Respected** – to feel thought of in high regard or with admiration<br>**Inquisitive** – to feel eager to learn and find out more<br>**Eager** – to feel keen to do something | **UKS2**<br>**Thankful** – to feel and show thanks<br>**Trusting** - to feel you can rely and depend on others<br>**Optimistic** – to feel hopeful that things will work out well<br>**Valued** – to feel important and useful to others<br>**Settled** - to feel relaxed and calm<br>**Motivated –** to feel the urge to get something completed | **KS3**<br>**Powerful** – to feel strong (in your mind and in your body)<br>**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**<br>**Worried**<br>**Silly**<br>**Scared**<br>**Excited** | **KS1**<br>**Nervous** – to feel worried or unsure in certain situations<br>**Annoyed** – to feel irritated by a person or situation<br>**Surprised** - to feel shocked or amazed by something unexpected<br>**Playful** – to feel cheerful and have lots of energy<br>**Bouncy** - to feel lively or energetic<br>**Frustrated** - to feel upset or angry about being unable to do something | **LKS2**<br>**Confused** - to feel you have misunderstood something<br>**Insecure** – to feel doubtful or unsure of yourself<br>**Vulnerable** - to feel at risk of being hurt emotionally or physically<br>**Energetic** - to feel full of energy and ready to be active<br>**Startled** - to feel alarmed or surprised suddenly<br>**Jittery** – to feel restless about a situation<br>**Anxious** – to feel worried, nervous or afraid of doing something<br>**Flustered** – to feel confused when trying to complete too many things at once<br>**Disgusted** – To feel a strong dislike towards something | **UKS2**<br>**Overwhelmed** – to feel a burden/negative feeling cause by too much of something<br>**Unfocused** – to feel unable to concentrate<br>**Guilty** - to feel responsible for doing something wrong<br>**Jealous** - to feel negative or envious over what someone has or is doing<br>**Rejected** – to feel unaccepted and not included | **KS3**<br>**Remorseful** - to regret your actions<br>**Provoked** – to feel someone or something has caused you to react in a certain way<br>**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**<br>**Frightened** – to feel fearful or scared<br>**Joyful** – to feel and show great happiness | **Terrified** - to feel great fear or terror<br>**Furious** - to feel full of anger and rage<br>**Overjoyed** - to feel extremely happy<br>**Amazed** – to feel surprised and filled with wonder<br>**Awful** - to feel very bad and unpleasant | **Wild** - to feel unable to follow rules<br>**Ecstatic** – to feel extreme delight<br>**Disrespected** – to feel that you have not been treated respectfully<br>**Aggressive** - to show mean or unkind actions which cause others to feel fear<br>**Horrified** - to feel a sense of shock or fear<br>**Humiliated** - to feel a loss of pride or to feel ashamed<br>**Stressed** - to feel overwhelmed by something that causes you to worry<br>**Threatened** – to feel at risk of physical and emotional harm<br>**Enraged –** to feel extreme anger | **Elated** - to feel extremely happy or proud<br>**Panicked** - to feel sudden fear which causes unusual behaviour<br>**Out of control** – to feel undisciplined<br>**Infuriated** – to feel rage or great anger<br>**Bitter** – to feel hatred or sadness because of a situation or a person<br>**Awe** – to feel a very strong feeling of wonder and respect<br>**Tense** – to feel discomfort in your body due to a negative experience<br>**Astonished** - to feel great surprise or amazement<br>**Mortified –** to feel extreme embarrassment or shame<br>**Desperate** - to feel great need or desire | **Livid** - to feel anger beyond control<br>**Repulsed –** to feel cold and full of rejection towards something/someone<br>**Abandoned** – to feel left with nobody returning<br>**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**<br>**Sad**<br>**Sick**<br>**Tired**<br>**Bored**<br>**Upset**<br>**Unhappy** | **KS1**<br>**Hurt** – to feel pain, harm or suffering (in your body or your mind)<br>**Lonely** – to feel empty or alone<br>**Shy** – to feel uncomfortable in a situation<br>**Embarrassed** – to feel uncomfortable because of shame or receiving too much attention<br>**Disappointed** - to feel unhappy because what you hoped or wished did not happen | **LKS2**<br>**Exhausted** - to feel worn out and overly tired<br>**Disappointed** - to feel unhappy because what you hoped or wished did not happen<br>**Indifferent** - to feel disinterested<br>**Deflated** – to feel a sudden loss of confidence or optimism<br>**Ashamed** – to feel embarrassed because of yours or someone's actions<br>**Disengaged –** to feel released from responsibility or engagement<br>**Demotivated** - to feel a loss of energy to get something completed | **UKS2**<br>**Unsettled** - to feel upset, shaken up or disturbed<br>**Withdrawn** - to feel that you do not want to be in a place or doing an activity<br>**Hesitant** - to feel doubtful and unsure<br>**Isolated** - to feel disassociated or unfriendly<br>**Pessimistic -** to feel like the worst is going to happen<br>**Crestfallen** - to feel downcast | **KS3**<br>**Despondent -** to feel low in spirits or dejected<br>**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 link these with their emotions.

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

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

## Low energy levels
Moving slowly/ lethargic

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

## High energy levels
Flight/Fight/Freeze

| | | | | | |
|---|---|---|---|---|---|
| Hands | Cold<br>Hot<br>Hurting | Punching<br>Warm | Clenched | | |
| Feet | Hot<br>Kicking | Tapping | Tense/Tight<br>I want to run | Pacing<br>Clammy<br>Damp | Perspire |
| Mouth | | | | | |
| Eyes | Crying | Tears | | | |
| Ears | | Shut off<br>Needing quiet<br>Hands over ears | | Pulsating | |
| Nose | | | | | |
| Voice | Shouting<br>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 intentions;
- 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 become 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/