

2026/2027

Behaviour for Learning Policy

WHOLE SCHOOL

Policy Owner:
Head Teacher



SINCE 1973

1. Purpose and principles

Morna International College believes that excellent behaviour is fundamental to learning, wellbeing and safeguarding. The school aims to provide a calm, respectful, inclusive and purposeful environment in which every student feels safe, valued and able to achieve their potential.

Behaviour is taught as well as managed. Adults establish clear routines, model respectful conduct, recognise positive choices and respond to concerns consistently and proportionately. Restorative practice is used where appropriate to help students understand impact, repair relationships and make better choices; it complements rather than replaces proportionate consequences.

This Whole School Behaviour for Learning Policy establishes common expectations, authority, safeguards, escalation routes and review arrangements across EYFS, Primary and Secondary. Age-appropriate operational systems remain set out in the EYFS Positive Behaviour Policy, Primary Behaviour for Learning Policy and Secondary Student Reward and Sanction Policy.

2. Aims

The aims of this policy are to:

- Promote excellent behaviour for learning, high expectations, mutual respect, responsibility, resilience and positive relationships.
- Protect every student's right to learn and every member of the school community's right to be safe and treated with dignity.
- Create a consistent whole-school framework while allowing for age-appropriate EYFS, Primary and Secondary systems.
- Recognise and reinforce positive behaviour, effort, improvement, service and contribution.
- Use fair, proportionate and educational consequences, with graduated support where behaviour concerns persist.
- Ensure behaviour concerns are recorded, investigated and communicated appropriately, with clear authority for higher-level sanctions.
- Consider SEN, disability, EAL, trauma, safeguarding information and other unmet needs, without lowering the school's core expectations for safety, respect and learning.

3. Scope and jurisdiction

This is a student behaviour policy. It applies to all enrolled students in EYFS, Primary and Secondary. It sets responsibilities for employees and other adults only insofar as they implement, support or comply with the student behaviour framework; allegations or concerns about adult conduct are managed under the relevant staff, safeguarding, complaints, visitor or contractor procedures.

The school may address student behaviour on the school site, during educational visits and school sporting events, on school-organised transport, during school activities, online where there is a clear school connection, and off-site where conduct affects the safety, wellbeing or education of students, damages relationships within the school community, or occurs while a student represents Morna International College.

4. Core behaviour expectations

- Be ready to learn: attend punctually, be properly equipped and engage positively.
- Treat everyone with respect, dignity, kindness and consideration.
- Respect others' right to work and learn.
- Follow reasonable staff instructions promptly.
- Take responsibility for choices, belongings, the environment and personal safety.
- Be honest, act with integrity and make amends where harm has been caused.

- Keep yourself and others safe, including in online spaces.
- Represent Morna International College positively.

In EYFS and Primary, these expectations are reinforced through the MORNA values – Motivated, Organised, Resilient, Nurtured and Achievers – alongside age-appropriate rules and routines, adult modelling, praise and positive reinforcement, and the Primary traffic-light system where appropriate.

In Secondary, these expectations are reinforced through the MIC Code of Conduct pillars of Manners, Initiative and Commitment and the ASPIRE values.

5. Roles, responsibilities and authority

5.1 Executive Director

Provides final policy approval in accordance with the school's policy-control framework. The Executive Director is not involved in the day-to-day management of student behaviour but must be informed where permanent exclusion, or the withdrawal or non-renewal of a student's place, is being considered, in order to provide appropriate executive oversight of any legal, contractual or governance implications.

Any decision to permanently exclude a student must be agreed by the Head Teacher, the relevant Head of Section and the Executive Director. Where any of these individuals has a personal or other material conflict of interest, they must take no part in the decision and an appropriate senior leader or the Proprietor will act in their place.

5.2 Head Teacher

Has overall responsibility for behaviour standards and consistency across the school. The Head Teacher has overall responsibility for the disciplinary process leading to permanent exclusion; any decision to permanently exclude a student must be agreed by the Head Teacher, the relevant Head of Section and the Executive Director, subject to the conflict-of-interest arrangements set out above.

The Head Teacher may authorise or confirm other serious sanctions within this framework and ensures that serious incidents are appropriately investigated, safeguarding is separated from disciplinary decision-making, and review requests are considered by an appropriately senior person not materially involved in the original decision where practicable.

5.3 Heads of EYFS, Primary and Secondary

Lead implementation within their respective sections, ensure staff consistency, oversee serious or persistent cases, parent communication and reintegration, and monitor trends. In Secondary, the Head of Secondary, in conjunction with the Head Teacher, may impose suspension for up to five school days and a final behaviour contract. In EYFS and Primary, suspension decisions are reserved to the Head Teacher. Any permanent exclusion must follow the decision-making process set out above.

5.4 Heads of Key Stage, Pastoral Leaders and Class/Tutor Teams

May apply and coordinate the graduated sanctions and supports delegated to them in the relevant section policy, including detentions, reports, reflection processes, behaviour plans/contracts and supervised internal removal. They ensure records and parent communication are completed.

5.5 Teaching and Support Staff

Teach and model expectations, use routines and positive reinforcement, apply classroom-level consequences within the relevant phase system, make reasonable adjustments, record significant incidents and escalate serious or safeguarding concerns promptly. Staff must not investigate safeguarding allegations beyond what is necessary to establish immediate safety and pass the concern to the DSL.

5.6 Designated Safeguarding Lead

Leads or advises on safeguarding responses where behaviour may indicate abuse, **serious or persistent child-on-child bullying or abuse**, exploitation, sexual harassment/violence, significant harm or other safeguarding risk. The DSL advises on safety planning, information sharing, external referral and the sequencing of enquiries.

5.7 Students and Parents/Carers

Students are expected to follow the school's behaviour expectations and engage with support and restorative work. Parents/carers are expected to work in partnership with the school, support agreed strategies, attend meetings where required and raise concerns promptly through the appropriate route.

6. Positive behaviour and recognition

Positive recognition is central to the school's approach. Staff should notice, name and reinforce conduct that supports learning, kindness, effort, improvement, service and the school's values.

In EYFS, positive behaviour, effort and achievement are recognised and celebrated through age-appropriate praise, encouragement and class-based reward systems throughout the year. At the end of the academic year, children receive certificates and their achievements are celebrated with parents/carers at a final Speech Day assembly.

In Primary, positive behaviour is recognised and reinforced through the MORNA values – Motivated, Organised, Resilient, Nurtured and Achievers. Recognition may include praise, class-based reward systems, house points, certificates, celebration in assembly, sharing work, extra play/golden time, Reward Breakfasts and positive messages home. The Primary Behaviour for Learning Policy provides further operational detail.

In Secondary, positive recognition operates through praise/merit points linked to the MIC Code of Conduct and ASPIRE values, with exceptional conduct eligible for additional points. Recognition may include certificates, Reward Breakfasts and other rewards linked to achievement and positive contribution. Parents/carers can see positive points through the iSAMS Parent app, and the Secondary Student Reward and Sanction Policy sets out reward thresholds and other recognition arrangements.

Across EYFS, Primary and Secondary, the school formally celebrates students' achievements through end-of-year celebrations, prize-giving and other recognition events, as appropriate to each phase. These may recognise areas such as effort, dedication, progress, excellence, positive contribution and consistently high standards. The specific awards, criteria and prizes may vary from year to year.

7. Graduated support, reasonable adjustments and unmet need

High expectations apply to all students, but fairness does not always mean identical treatment. Before or alongside sanctions, staff should consider whether behaviour may be affected by SEN or disability, communication needs, EAL, trauma, safeguarding concerns, emotional or mental-health needs, sensory needs, developmental stage or another unmet need.

Reasonable and proportionate adjustments may include clearer or more explicit instructions, visual prompts, adapted non-verbal cues, additional processing time, planned movement or regulation breaks, seating or environmental adjustments, a trusted adult, modified restorative work, targeted pastoral support, behaviour targets/plans or specialist/SEN input. Adjustments should support access to expectations; they do not remove the requirement to keep others safe or allow serious harmful behaviour to go unaddressed.

Where behaviour is persistent, escalating or atypical, leaders should consider a graduated cycle of assess-plan-do-review, involving parents/carers, relevant staff and, where appropriate, the relevant SEN

team. The rationale for significant adjustments or departures from the usual sanction sequence should be recorded.

8. Whole-school rewards and sanctions structure

The following hierarchy provides the common whole-school structure for Primary and Secondary. The precise Primary and Secondary mechanisms are set out in the linked phase policies. This sanctions structure is not used in EYFS, where behaviour is managed through developmentally appropriate expectations, routines, positive reinforcement, redirection and support.

Level	Typical response	Primary operational link	Secondary operational link
A – Teach / recognise	Praise, reminder, reteaching, restorative prompt, support or adjustment.	Praise/class rewards; green traffic-light position.	Praise/merit points; Stage 1 reminder.
B – Correct / warn	Clear warning, redirection, restorative conversation and proportionate classroom consequence.	Amber warning; opportunity to return to green.	Stage 2 warning and/or supportive measure.
C – Recorded consequence	Formal recorded consequence and parent notification where required.	Red card; repeated red cards contribute to reflection process.	Stage 3 demerit; iSAMS record and automated/appropriate communication.
D – Removal / detention / reflection	Temporary supervised removal from normal activity, reflection, detention or loss/restriction of privilege; work continues where applicable.	Reflection time with Head of Primary after persistent negative behaviour/three red cards; parent informed.	Stage 4 removal from lesson; lunchtime/after-school detention; Spend Time With/internal supervised isolation.
E – Targeted plan / senior intervention	Parent meeting, report, behaviour targets/plan/contract, pastoral support plan, enhanced monitoring, internal exclusion/isolation where appropriate.	Head of Primary-led parent meeting and individual behaviour plan/targets; internal exclusion may be used for serious bullying under Primary Anti-Bullying procedures.	Tutor/Head of Key Stage report, Pastoral Support Plan, final behaviour contract; Spend Time With.
F – Suspension / permanent exclusion	Suspension following serious or persistent behaviour, with reintegration; permanent exclusion for the most serious or persistent cases.	Head Teacher authority for suspension. Permanent exclusion must follow the whole-school decision-making process set out in Section 5.	Head of Secondary, in conjunction with the Head Teacher: suspension for up to five school days. Permanent exclusion must follow the whole-school decision-making process set out in Section 5.

9. Phase-specific operational systems

9.1 EYFS

In EYFS, behaviour is supported through developmentally appropriate expectations and routines, positive relationships, adult modelling, praise and positive reinforcement, redirection and support. Particular emphasis is placed on helping children recognise and regulate their emotions, understand the impact of their behaviour and develop appropriate social and problem-solving skills. Staff take account of each child's age, developmental stage, communication needs and individual circumstances. Where concerns

are persistent or significant, parents/carers are involved and additional pastoral or SEN support is considered where appropriate.

9.2 Primary

The Primary Behaviour for Learning Policy uses a daily traffic-light system: pupils begin on green; amber is a warning; red is a final warning and a prompt to change behaviour. Staff explain why a card has changed and what the pupil can do to make a positive choice and move back towards green. Persistent negative behaviour or repeated red cards may lead to reflection time with the Head of Primary, using a reflection form and iSAMS recording. Parents/carers are informed of red cards and reflection time. Continued concerns can lead to a parent meeting, targets or an individual behaviour plan, with the Head Teacher informed.

9.3 Secondary

The Secondary Student Reward and Sanction Policy uses the principle of repetition for most classroom behaviour: Stage 1 reminder; Stage 2 warning/supportive measure; Stage 3 demerit; Stage 4 removal from the classroom. Repeated demerits can lead to detention, Tutor or Head of Key Stage report, Spend Time With, parent meetings, a Pastoral Support Plan, suspension/final behaviour contract and, where necessary, permanent exclusion in accordance with the decision-making process set out in Section 5. The policy also sets specific approaches for lateness and homework and identifies serious behaviours that may skip stages.

10. Detention, supervised removal and internal isolation

Detention is principally a Secondary sanction and is applied in accordance with the Secondary Student Reward and Sanction Policy. Available forms include break/lunchtime detention and Friday after-school detention. Staff must use the delegated authority and communication arrangements in that policy; after-school detention must be communicated to parents/carers appropriately.

Removal from a lesson or supervised internal isolation is used when a student's conduct is significantly affecting safety or learning, or as a higher-level consequence. It must be supervised, time-limited and purposeful. Students should continue appropriate learning wherever practicable. In Secondary, a student removed from a lesson remains under the responsibility of the member of staff on call for the remainder of that lesson. Where the on-call member of staff is responding to more than one removal, a student may be placed under the supervision of another appropriate adult, for example in the Library. Any alternative supervised location should, wherever reasonably practicable, be visible or observable and appropriate from a safeguarding perspective. The on-call member of staff must know where the student has been placed and which adult has responsibility for supervision. Secondary "Spend Time With" may be used for half or a full day under leadership supervision. Primary internal exclusion may be used in serious or persistent cases in line with the Primary Anti-Bullying/behaviour framework.

Removal is not a substitute for safeguarding action, SEN provision or support, or an appropriate investigation. Leaders should review repeated removal to identify patterns and whether further support or a different response is needed.

11. Serious incidents and behaviours that may skip stages

The following may justify immediate escalation to senior leaders and a higher-level consequence, depending on context, seriousness, intent, impact, previous behaviour and safeguarding considerations:

- Bullying, including discriminatory, prejudice-based, sexist, sexual or cyberbullying.
- Violence, assault, threats, intimidation, coercion or behaviour that endangers others.
- Sexual harassment, sexually inappropriate behaviour or child-on-child abuse.
- Discriminatory language or gestures.

- Serious refusal to follow reasonable instructions.
- Theft, vandalism or serious damage to property.
- Possession or suspected possession of a prohibited/banned item.
- Alcohol, illegal or unauthorised drugs, smoking or vaping on the school site or during an educational visit or school activity.
- Leaving the school site or prescribed visit area without permission.
- Serious misuse of electronic devices/software or harmful online conduct.
- Academic dishonesty where the seriousness warrants senior intervention.
- A knowingly fabricated allegation intended to cause harm, but only where there is clear evidence of deliberate fabrication; an allegation that is unsubstantiated is not, by itself, false or malicious.

A student who makes a disclosure or report in good faith must not be sanctioned simply because the concern is not substantiated. For the purposes of this whole-school framework, this wording supersedes any unqualified reference in a phase policy to a 'malicious allegation': disciplinary action is appropriate only where there is clear evidence that an allegation was knowingly fabricated with the intention of causing harm. This principle is consistent with the whole-school Bullying Prevention Policy and protects safe reporting and safeguarding disclosures.

12. Serious-incident process and investigation standard

Serious behaviour incidents will normally follow the process below. Safeguarding advice may require a different sequence, restricted information sharing or external agency involvement.

1. **Immediate safety:** Stop or contain the incident where safe, obtain first aid or other urgent support, separate students where necessary and preserve relevant evidence.
2. **Initial recording and escalation:** The receiving member of staff records factual information and informs the relevant Head of Section/Pastoral Leader. Serious, sexual, discriminatory, child-on-child abuse or other safeguarding concerns are referred immediately to the DSL.
3. **Allocation:** A senior/pastoral leader identifies an investigating lead, checks previous/linked concerns and decides, with DSL advice where relevant, whether the matter is primarily behaviour, bullying, safeguarding or a combination.
4. **Information gathering:** Students and witnesses are normally spoken with separately and, where appropriate, may be asked to provide a written account; available records and relevant digital evidence are reviewed; questions are neutral and proportionate; unnecessary repeated accounts are avoided. The school considers context, intent, impact, credibility, consistency, corroboration and any imbalance of power.
5. **Decision:** The relevant leader determines, on the information reasonably available, what is more likely than not to have occurred for behaviour-policy purposes. A safeguarding threshold or referral decision is separate and may use different professional criteria.
6. **Action and communication:** Protective, pastoral, restorative, educational and/or disciplinary action is agreed. Parents/carers are informed of matters relevant to their child, subject to safeguarding and confidentiality constraints.
7. **Follow-up:** Safety, behaviour and any support plan are reviewed; repeated concerns are linked to earlier records and escalated where necessary.

For suspected bullying, staff follow the more detailed staged investigation and follow-up process in the Whole-School Bullying Prevention Policy. The Primary Anti-Bullying Policy provides additional age-appropriate Primary procedures, including listening to all pupils, gathering statements/witness information, recording on iSAMS, supporting the child affected and following up until staff are confident the bullying has stopped.

13. Safeguarding and behaviour: separate but coordinated

Behaviour management and safeguarding action serve different purposes. A sanction addresses conduct and school expectations; safeguarding action assesses and responds to risk of harm. The fact that behaviour may lead to a sanction must never delay or replace a safeguarding referral.

Where an incident involves suspected abuse, child-on-child abuse, sexual harassment/violence, exploitation, significant emotional harm, serious intimidation, coercion or another safeguarding indicator, the DSL leads, coordinates or advises on the safeguarding response. Behaviour enquiries must not compromise a safeguarding investigation or require a child to repeat an account unnecessarily. Proportionate behaviour action may continue where this is safe and consistent with safeguarding advice.

14. Bullying and retaliation

Bullying concerns are managed under the **Whole-School Bullying Prevention Policy** and, in Primary, the **Primary Anti-Bullying Policy**. Not every conflict or isolated incident is bullying; however, all concerns are taken seriously and may still be addressed under this Behaviour Policy or safeguarding procedures. Reports may be verbal or written, by the student affected or a bystander, and should not be rejected merely because evidence is incomplete or the behaviour occurred online/off-site.

Students who report concerns, provide information or support others must not be subjected to retaliation. Retaliation is treated as a new and serious concern. Sanctions for substantiated bullying are determined under the relevant behaviour/reward-and-sanction framework alongside safety, support, restorative and follow-up measures.

15. Prohibited items, confiscation and searching

The Secondary Student Reward and Sanction Policy identifies banned items including knives and other weapons, alcohol, cigarettes/e-cigarettes/vapes, drugs and associated paraphernalia, fireworks, pornography, and articles intended or likely to be used to cause injury, threaten others, damage property or facilitate unlawful activity. Possession of a banned item may justify immediate escalation to a high-level sanction.

Items of clothing, jewellery or mobile electronic devices used or worn contrary to published school policies may be confiscated. They will normally be returned at the end of the day, but may exceptionally be retained for a limited period or until collected by a parent/carer in accordance with the relevant section policy.

Where senior staff have reasonable grounds to believe that a student may have a prohibited, dangerous, unauthorised or another person's item, the student may be asked to cooperate by showing the contents of bags or other possessions or by emptying their own pockets. Any such request must be reasonable, proportionate and carried out with appropriate regard to the student's age, dignity and privacy.

Where a more intrusive or non-consensual search may be required, parents/carers should normally be contacted and senior leadership advice sought. Staff must not conduct an intimate or intrusive physical search of a student.

Where there is an immediate risk of harm or reasonable concern that a student possesses a weapon, illegal substance or other dangerous item and the matter cannot safely be resolved through cooperation, the police should be contacted.

For Primary students, any suspected prohibited-item incident must be referred immediately to the Head of Primary/Head Teacher. The school will use the safest age-appropriate response, drawing on the whole-school safeguarding framework and the searching principles above; staff should not improvise intrusive searches.

16. Physical intervention

The school's first response is prevention, de-escalation and summoning appropriate support. Physical intervention is not a behaviour sanction and must never be used to punish, humiliate or secure compliance where there is no immediate safety need.

Where an incident presents an immediate risk of harm, staff should seek senior/DSL assistance and follow the school's safeguarding and health and safety procedures. Any significant physical intervention or physical contact arising from such an incident must be reported promptly to a senior leader and recorded. Any injury or safeguarding concern arising from the incident must be addressed through the appropriate procedure, and parents/carers should be informed unless safeguarding considerations indicate otherwise.

17. Suspension, permanent exclusion, reintegration and withdrawal of a place

Suspension or permanent exclusion is reserved for serious or persistent behaviour where a lower-level response is insufficient or inappropriate. In Secondary, the Head of Secondary, in conjunction with the Head Teacher, may suspend a student for up to five school days and use a final behaviour contract. In Primary, suspension decisions are reserved to the Head Teacher.

Any decision to permanently exclude a student must be agreed by the Head Teacher, the relevant Head of Section and the Executive Director, in accordance with the decision-making and conflict-of-interest arrangements set out in Section 5.

A suspension decision should record the reason, duration, work/learning arrangements where applicable, parent communication, safeguarding/SEN considerations and any conditions for return. A reintegration meeting should normally take place following suspension to review the incident, restore expectations, agree support and reduce the risk of recurrence.

Permanent exclusion is a serious disciplinary decision and must follow the authority and decision-making arrangements set out in this policy.

Any separate withdrawal or termination of enrolment is not a routine behaviour sanction. Where such action is considered, it must be dealt with in accordance with the school's Terms & Conditions of Enrolment, Admissions Policy and other applicable school policies and contractual arrangements.

18. Parent/carer communication

Communication should be timely, factual and proportionate. Routine classroom reminders do not always require parent contact, but phase policies identify points at which communication is expected. Primary parents are informed of red cards and reflection time; continued concerns lead to direct discussion and, where necessary, a parent meeting. Secondary parents can see merits/demerits through iSAMS and are informed of significant sanctions, removal, detention and escalating interventions as set out in the Secondary policy.

For serious incidents, the relevant leader should identify a point of contact, explain the nature of the concern and immediate action, provide an expected next step and, where possible, an indicative timescale, and communicate the outcome relevant to the parent's child without disclosing confidential information about another student. Safeguarding advice may alter the timing or content of communication.

19. Review of significant sanctions and concerns about process

Parents/carers may ask for a review where they believe a significant sanction was based on a material factual error, the published procedure was not followed, relevant SEN/disability or safeguarding information was not reasonably considered, or the response was clearly disproportionate to the established behaviour.

A review request should normally be made in writing to the Head Teacher within ten school days of notification of the significant sanction, setting out the reason for review. Where the Head Teacher was materially involved in the original decision, the review should be undertaken by an appropriately senior person who was not materially involved.

In the case of permanent exclusion, any request for review will be referred to the Proprietor, who was not involved in the original decision. The review will be considered within a reasonable timeframe, taking account of the circumstances and the availability of those required to undertake it. The reviewer will consider the incident record, the decision-making process, relevant adjustments and any new material information. A review is not normally a complete reinvestigation unless a material gap is identified.

The review outcome may uphold, vary or withdraw the sanction, require further enquiries, or require additional support/action. Safeguarding decisions and external agency processes are not overturned through a behaviour-sanction review; concerns about those processes follow the relevant safeguarding or complaints route.

20. Recording, data protection and monitoring

Significant behaviour incidents, formal sanctions, removals from lessons, formal reflection processes, behaviour plans/contracts, suspensions and relevant parent communications must be recorded in iSAMS or the school's designated authoritative system. Records should be factual, proportionate and distinguish observed fact, reported information, professional assessment and outcome.

Safeguarding information must also be recorded in the school's safeguarding record where required. Behaviour records do not replace safeguarding records. Leaders should link repeat concerns so patterns involving the same students, groups, locations, times or online contexts can be identified.

Heads of Section and senior leaders should review behaviour and bullying data **at least termly** to identify patterns, disproportionality, repeated removals/sanctions, discriminatory incidents, emerging safeguarding concerns and the effectiveness of interventions. Findings should inform supervision, staff training, curriculum/pastoral provision and school improvement.

21. Relationship with linked policies

Policy	Primary/Secondary role	How it interacts with this policy
EYFS Positive Behaviour Policy 2026/2027	EYFS	Age-appropriate positive behaviour expectations, routines, praise, reinforcement, redirection, emotional regulation and support.
Primary Behaviour for Learning Policy 2026/2027	Primary	Operational traffic-light system, reflection time, parent communication, rewards/house points and escalation to behaviour plans/exclusion.
Secondary Student Reward and Sanction Policy 2026/2027	Secondary	Operational code of conduct, merits/demerits, classroom stages, lateness/homework, detentions, removal/Spend Time With, serious exceptions, confiscation, searching and suspension.

Bullying Prevention Policy 2026/2027	Whole school	Definition, reporting, staged investigation, safeguarding interface, parent communication, support, follow-up, cyberbullying, records, trend monitoring and protection for good-faith reporting.
Primary Anti-Bullying Policy 2026/2027	Primary	Age-appropriate reporting, investigation, iSAMS recording, victim support, consequences, support for behaviour change and follow-up.
Safeguarding Policy	Whole school	Takes priority where a child may be at risk of harm; governs referrals, safety planning, information sharing and safeguarding records.
SEN Policy	Whole school	Guides identification of need and reasonable adjustments; Secondary policy expressly recognises adjustment of behaviour-management cues/methods where needed.
Complaints Policy	Whole school	Provides the appropriate escalation route for complaints about the application of school policy or process.
Terms & Conditions of Enrolment	Whole school	Governs the contractual relationship between parents/carers and the school, including continued enrolment and any separate withdrawal or termination of enrolment.

22. Staff training, implementation and policy review

Senior leaders will ensure staff understand the whole-school framework and the phase-specific procedures relevant to their role, including behaviour recording, reasonable adjustments, bullying reporting, safeguarding escalation, **classroom removal procedures**, searching/confiscation arrangements and authority for higher-level sanctions. New staff should receive this information as part of induction.

The policy will be reviewed at least annually and sooner where incident trends, safeguarding guidance, school procedures or linked policies change. The Head Teacher is responsible for ensuring that the whole-school policy and the EYFS, Primary and Secondary operational policies remain aligned before publication.

Appendix A – Quick Authority Matrix

Action	Normal authority	Key conditions / reference
Praise / merit / classroom reward	Teaching and relevant support staff	Use phase policy; link to expectations/values.
Reminder / warning / Primary traffic-light move	Teaching/relevant staff	Explain expected behaviour and opportunity to correct.
Demerit / recorded classroom consequence	Secondary teaching staff	Use Secondary stages and iSAMS.
Primary reflection time	Head of Primary coordinates	Persistent negative behaviour/three red cards; reflection form, iSAMS and parent communication.
Lesson removal	Secondary staff with collection/supervision arrangements	Record in iSAMS; work continues; linked detention/communication as Secondary policy requires.
Break/lunch/after-school detention	Delegated Secondary staff/leaders	Follow Secondary policy and parent communication requirements.
Spend Time With / internal supervised isolation	Relevant senior/pastoral leadership	Time-limited, supervised and purposeful; record and review.
Behaviour plan/report/contract	Head of Primary / Head of Key Stage / Head of Secondary as relevant	Parent involvement and monitoring.
Search of possessions	Senior staff	Follow Section 15. A student may be asked to cooperate by showing the contents of possessions or emptying their own pockets. More intrusive or non-consensual searches require senior leadership consideration and, where appropriate, parent/carer or police involvement.
Suspension – Secondary	Head of Secondary in conjunction with Head Teacher	Up to five school days; reintegration meeting.
Suspension – Primary	Head Teacher	Primary policy authority.
Permanent exclusion	Head Teacher + relevant Head of Section + Executive Director, subject to the conflict-of-interest provision. Review is by the Proprietor.	Most serious/persistent cases; review/complaints route available.
Contractual withdrawal/termination of enrolment	The school, in accordance with the Terms & Conditions of Admission and applicable admissions arrangements	Separate from disciplinary sanctions; must follow the applicable contractual and admissions arrangements.

Appendix B – Serious Incident Checklist

- Secure immediate safety and first aid/support.
- Notify the relevant senior/pastoral leader; notify the DSL immediately where safeguarding indicators are present.
- Record factual information and preserve relevant evidence.
- Identify the investigating lead and whether the matter is behaviour, bullying, safeguarding or combined.
- Speak with students/witnesses separately and obtain written accounts where appropriate; avoid unnecessary repeated accounts.
- Consider SEN/disability, EAL, trauma, unmet need and reasonable adjustments.
- Determine the behaviour outcome on the information reasonably available; keep safeguarding thresholds separate.
- Select proportionate protective, pastoral, restorative and disciplinary action.
- Communicate with parents/carers subject to safeguarding/confidentiality constraints.
- Record outcome, sanction, support, communication and follow-up; link repeat concerns.
- Arrange reintegration after suspension and review any continuing risk or support need.

Appendix C – Publication cross-reference

The Whole School Behaviour for Learning Policy provides the school's overarching approach to behaviour and applies across EYFS, Primary and Secondary.

Further phase-specific detail can be found in the EYFS Positive Behaviour Policy, Primary Behaviour for Learning Policy and Secondary Student Reward and Sanction Policy. These policies provide more detailed procedures and guidance appropriate to each phase and support the implementation of this whole-school framework.

Policy Control

Policy Title	Whole School Behaviour for Learning Policy - 2026/2027
Policy Owner	Head Teacher
Responsible Officers	Head of Primary; Head of Secondary; Heads of Key Stage/Pastoral Leaders; Designated Safeguarding Leads (DSLs)
Applies to	All enrolled students in EYFS, Primary and Secondary, and staff with teaching, behaviour, pastoral, safeguarding or administrative responsibilities under this student behaviour framework.
Approved by	Executive Director
Date Approved	13 th September 2026
Review Frequency	At least annually and sooner following safeguarding, legal, procedural or linked-policy change
Next Review Date	13 th September 2027
Version	2.1