



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY



IGS Relationships Policy

	Position/Committee	Date
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FOR WEBSITE

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1. Ethos of the Ilkley Grammar School Relationships Policy

It is an expectation at Ilkley Grammar School (IGS) that all students and staff strive to achieve their **Personal Best** to allow them to live happy and fulfilling lives, where they contribute to wider society and are able to achieve their academic and personal potential.

Ilkley Grammar School is committed to creating an environment for everyone that is underpinned by our core values of **Pride, Respect, Courage, Responsibility, Kindness and Resilience**. These values permeate everything that we do as part of the IGS community. We aim to create and sustain a community of which we all feel proud and where everyone feels they belong; a community that allows our students to aspire and feel safe, supported, and respected. We will continue to develop an exceptional climate for learning to support our students' endeavours and respect the rights of everyone in the school community. We will recognise and celebrate our students' achievements and reward them for their commitment to learning.

Our core belief is that all staff and students have a responsibility to mutually consider and care for each other's mental health and wellbeing. We understand that a student's previous life experiences, mental health, emotional wellbeing, and other external factors can sometimes adversely affect both their behaviour, attendance and decision making. We are committed to working to support our students to manage these challenges through building strong and professional relationships, and a culture of belonging, whilst maintaining high expectations to allow them to reach their **Personal Best**.

2. Ilkley Grammar School Personal Best Values

Pride

- We take **pride** in our school and wider community.
- We take **pride** in our learning, achievements and personal development.

Respect

- We **respect** ourselves, others, our environment and our community.
- We **respect** the right of others to work, learn and share knowledge.

Responsibility

- We take **responsibility** for our own learning, motivation, and consistently high attendance as part of our commitment to our **Personal Best**
- We take **responsibility** for our own health and safety and for those around us.

Courage

- We have the **courage** to support and challenge others.
- We have the **courage** to use our voice to make a positive difference.

Kindness

- We are **kind** and supportive to each other and celebrate diversity and individuality.
- We are **kind** to ourselves and value the importance of self-care.

Resilience

- We have the **resilience** to overcome barriers, learn from our mistakes and strive to improve.
- We have the **resilience** to persevere when faced with challenge and hard thinking.

3. Aims of the IGS Relationships Policy

- Strong, professional, staff/student relationships will exist across the school
- Staff and students feel a sense of belonging to IGS
- Expectations around behaviour will be clear, fair and equitable
- Managing these expectations will take account of a student's personal circumstances
- Everyone will show mutual respect irrespective of age, disability, gender, identity, race, religion or culture, sex or sexual orientation

- Students will be supported to be resilient, both academically and personally, when faced with challenges
- A safe and inclusive environment that meets the needs of all students and staff at IGS will be provided
- Our staff and students will make a positive contribution to IGS and to the local community
- Our students will be able to recognise how their behaviour choices and actions can affect others
- Our students will learn and develop the skills to self-regulate
- Our students will develop confidence, resilience and know how to keep themselves mentally healthy
- Our students will be able to use of a range of social skills in different contexts and with different people, having the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain as responsible, respectful, and active citizens
- Our students will be able to work well with others and be able to resolve conflicts effectively
- Students will have the skills to be able to discuss their opinion in a positive and productive manner

Providing a safe and secure learning environment with high expectations

Our primary aim is that every member of the school community feels happy, valued and safe, and that each person is treated fairly and with kindness. We pride ourselves in not tolerating violence, bullying and any form of harassment. This requires everyone to develop and cultivate strong relationships between staff, students and parent/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason, break down, we will actively seek to repair and restore them.

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for students to feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. However, we promote positive behaviour through developing positive relationships. All staff are expected to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines in line with the school ethos. However, managing these expectations may require us to understand the needs of the child or situation to ensure the most positive outcome, ensuring genuine equity of provision.

We know that students feel most secure when they have clear and consistent systems to support them in their decision making. We are steadfast in our approach to ensuring that students understand their *collective responsibility* to create a positive environment where staff, students and visitors to IGS feel safe, happy and can achieve their own **Personal Best**.

4. Expectations of Staff

It is a core expectation that all IGS staff, regardless of their role, work to the vision that all students are **known, valued** and **supported** and exhibit **calm, consistent** and **professional adult behaviour** at all times.

All teaching and non-teaching staff must recognise, praise and reward all students as a matter of course:

- Engage in restorative conversations and develop relationships
- Ensure visible consistency based on calm adult behaviour, emotional control, and high expectations

- Give first attention to best conduct utilising rewards, recognition, praise, and motivation to secure engagement
- Promote and follow restorative routines including follow-up conversations, consistent adult habits, and non-verbal cues
- Script difficult interventions when delivering sanctions to promote de-escalation and minimise disruption and confrontation
- Ensure there is appropriate follow-up to educate, support, repair relationships, and sanction students in the event of a misdemeanour

To achieve this, all staff are to:

- Ensure that the school environment is positive and welcoming to provide all students with the opportunity to succeed, including meeting and greeting to monitor behaviour on the corridor, positively checking uniform standards and ensuring calm entry to the class and safe conduct around the site
- Build positive relationships with students and ensure every student has a fresh start regardless of any prior negative experiences
- Separate the behaviour from the person
- Create and sustain a positive, supportive and safe environment
- Apply the policy, including any consequences, fairly, proportionately, reasonably, and taking into account students' needs and individual circumstances
- Identify students getting things right and reward them for everyday successes to promote positive behaviour, in-keeping with the expectation of giving first attention to best conduct
- Promote high standards of personal oracy, manner, and dress
- Reward students proportionately through use of the Edulink system in every lesson, taking into account students' individual needs and personal circumstances
- Be aware of their body language or non-verbal communication

Well-prepared, stimulating lessons generate good behaviour and earn respect.

Teachers are expected to:

- Arrive before their class to greet their students
- Be prepared for the lesson, ensuring that the needs of all students are understood and planned for
- Ensure teaching is responsive by structuring and scaffolding lessons appropriately to make tasks accessible for all, ensuring genuine inclusion
- Seek to remove barriers to learning through the use of key pedagogical strategies, including those on a student's EHCP and/or Pupil Passport
- Maximise the opportunity to learn by challenging and motivating all students, creating a supportive environment where hard thinking is activated
- Provide impactful marking and feedback in line with the departmental marking and assessment policy
- Set meaningful homework in line with departmental expectations
- Encourage creative dialogue with students and staff alike
- Keep classrooms and displays tidy and well presented to maintain a positive classroom environment
- Encourage students to share knowledge and expertise with pride, and to ask thoughtful questions to deepen learning
- Ensure students take responsibility for their learning, including setting goals for improvement
- Work collaboratively with the Pastoral Team and members of the Inclusive Learning Team to ensure that all students can achieve their Personal Best

- Model appropriate use of technology, including the use of personal mobile phones around the corridors, social spaces, and classrooms, unless necessary
- Remain politically impartial

Learning Support Assistants are expected to:

- Arrive before their class to greet the students
- To work in partnership with class teachers to enable students to access the curriculum
- Be prepared for the lesson, ensuring that the needs of the students and the focus of support are understood and planned for
- Seek to remove barriers to learning through the use of key pedagogical strategies for the students with identified needs
- Promote a positive learning environment in the classroom and encourage students to achieve their personal best
- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- Be a role model for our students and be sensitive and responsive to students' needs

Staff should never resort to:

- Shouting
- Humiliation
- Blanket punishments
- Over-punishment
- Sarcasm to mock or insult an individual or group (verbal or non-verbal)
- Invading a student's personal space
- Using physical contact to enforce compliance

Staff should do all they can to:

- Directly link, frame and reinforce the **Personal Best** values to the behaviours displayed by students
- Build positive working relationships with staff and students alike
- Keep calm
- Listen
- Be positive
- Teach and model good behaviour, insisting on high standards of behaviour, work, and mutual respect, and through non-verbal cues
- Apply and communicate IGS rules/expectations consistently
- Provide additional support to students with additional needs to understand and meet rules/expectations
- Follow up problems to their conclusion
- Avoid taking things personally

5. Expectations of Students

Our rules and expectations are linked directly to the **Personal Best Values** at Ilkley Grammar School. A comprehensive list of how we can demonstrate our values can be seen in Appendix A.

We strive and teach students to be **Responsible, Resilient** and to have **Courage** at all times.

In classrooms, this will include, but not be limited to the following:

- Arrive on time and attend school
- Have all required equipment for the lesson

- Have iPads charged in preparation for learning
- Wear full uniform with **pride**
- Demonstrate readiness to work and learn
- Engage with learning as soon as entering the classroom
- Try to overcome challenges in lessons
- Ask for help and support if needed
- Ask thoughtful questions to deepen learning
- Take **responsibility** for own learning, including the setting of goals for improvement
- Share knowledge with others and take advantage of opportunities to learn from others
- Have the **courage** to **respectfully** challenge others if they do not support a positive learning environment

Around IGS, this will include, but not be limited to the following:

- Wear full uniform, correctly at all times
- Do not wear non permitted jewellery, make up or beauty items (see guidance or speak to staff should you need any clarification of these items)
- Move to lessons without delay
- **Respectfully** call out others if they do not demonstrate our **Personal Best Values** around IGS
- Always challenge or report incidents of bullying or if someone is not being **kind**

We strive and teach students to be **respectful**, demonstrate **kindness**, and show **pride** at all times.

In classrooms, this will include, but not be limited to the following:

- Show respect to others by modelling the **Personal Best Values** at all times
- Be polite and show **respect** to everyone
- Complete all work set to a high standard, taking **pride** in presentation and make full use of learning time
- Take **responsibility** for your actions, understanding that negative behaviour affects others' right to learn
- Behave safely, so as not to put other students or staff at risk
- When dismissed, leave the classroom in a calm and orderly manner

Around IGS, this will include, but not be limited to the following:

- Be polite and show **respect** to everyone
- Follow staff instructions
- **Respect** everyone's right to learn; move quietly around IGS, always on the left-hand side, and on designated stairwells
- Do not grab, push, or physically intimidate other members of the IGS community
- Be aware of other students' personal space
- Look after IGS, treating the building, facilities, and environment with **respect**
- Only eat and drink permitted food/drink in designated areas and at social times
- Place all litter in the provided bins
- Do not chew gum
- Do not use mobile phones or smart watches on site, except before the start and end of the school day

Mobile Technology:

The use of mobile phones is not permitted at any time during the school day*. This rule is in place to protect a strong focus on learning when in lessons or en-route to lessons. It is also important for

students to develop the necessary social skills of conversing when in the company of others in social times and to protect students' mental health by limiting screen time.

Students' iPads allow them to access all online learning sessions, timetables, and emails. IGS has a comprehensive phone system should parents need to get a message to their child or vice versa.

It is the **responsibility** of the students to understand and **respect** the rules that apply to mobile phone usage at IGS. Where this trust is misused by the students, the following policy will apply:

- Mobile phone and/or earphones seen - 1st occasion: mobile phone/earphones confiscated and locked in a safe in the Key Stage Hub until the end of the school day
- Mobile phone/earphones seen - 2nd occasion: mobile phone/earphones confiscated, locked in the Key Stage Hub and parents collect at the first available opportunity
- Mobile phone/earphones seen - 3rd occasion: mobile phone/earphones confiscated, locked in the Key Stage Hub, parents collect at the first available opportunity and right to use mobile device at IGS is revoked for the rest of term

We do not accept responsibility for mobile phones or mobile technology due to either loss or theft. Students should also note that the creation of, viewing or sharing of offensive materials, deep fake, or abusive, bullying or inciting aggression towards members of the IGS community via mobile technology is liable to result in an educational package of support, a school sanction, possible police intervention and a mobile phone ban at IGS.

*There may be occasions where some students are able to use their mobile phones in agreed locations or at agreed times as part of their needs, or as part of an agreement for a period of time due to personal circumstances

Student Pride and Respect in the local community

It is extremely important that all Ilkley Grammar School students feel that they belong in our local community as well as our school community. As such, we look for ways to engage all students with their local community and participate in events, representing a range of voices.

IGS will respond to poor/anti-social behaviour by students beyond the school's premises and the school day as deemed appropriate. This includes if a student is taking part in an IGS organised or related activity on or off site, travelling to or from the school, is in the community in the IGS uniform, or in any other way where the student is identifiable as a member of the IGS community. Ilkley Grammar School can respond to behaviour by students at any time, either for misbehaviour on site, or beyond the IGS premises and school day whether or not the above conditions apply. Examples include: where student misbehaviour could have repercussions for the orderly running of the school; and/or poses a threat to another student, member of staff or member of the public; and/or adversely affects the reputation of Ilkley Grammar School.

The use of social media and ICT to verbally abuse, bully, incite violence, or discriminate against a protected characteristic will be challenged and sanctioned accordingly. Ilkley Grammar School reserves the right to issue any of the sanctions mentioned above in isolation or combination in response to poor behaviour beyond the IGS premises and school day. (Behaviour and discipline in schools. DfE. Jan. 2016. Section 23-26).

6. Rewarding and recognising Personal Best

The **Personal Best Values** provide our students with opportunities to be recognised and praised for their academic achievements, progress, behaviour, attendance as well as contributions to the school and the wider community. Our rewards will always reference the specific **Personal Best Value** that they have demonstrated. Examples of how students can demonstrate these values can be found in Appendix A.

IGS will continually work with students to develop an effective rewards system that acknowledges and celebrates the achievements and successes of all our students. Across IGS, inside and outside the classroom, staff consistently look for opportunities to reward students.

We strongly believe that students should be regularly and fairly rewarded for their achievements, to celebrate successes and also to inspire and motivate.

Rewards will be celebrated in a variety of ways including via Edulink, celebration assemblies, phone calls home and personal meetings. Examples of some of the rewards IGS use are;

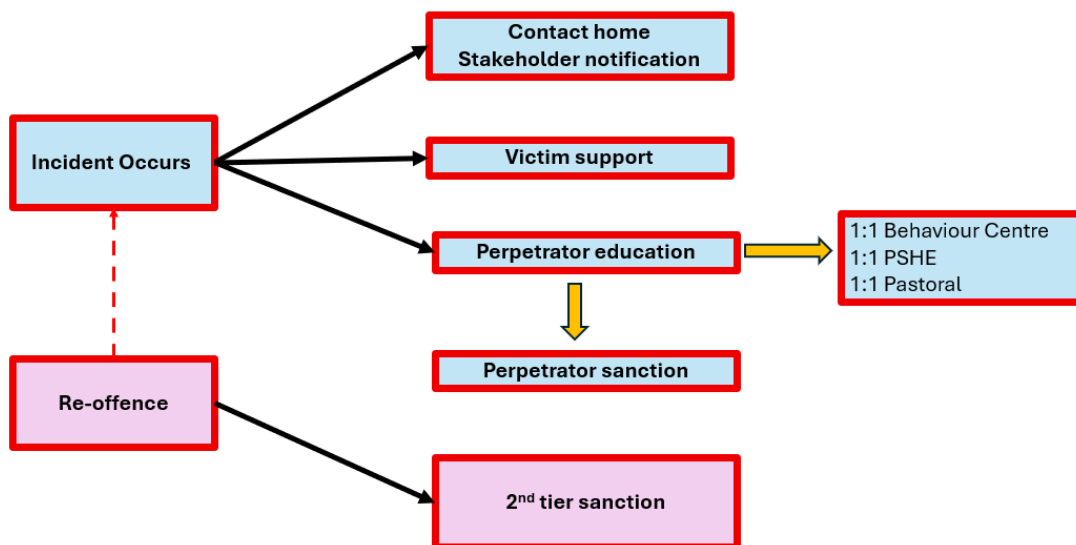
Reward description	Frequency	Who is responsible?
Recognition on Edulink aligned to the Personal Best Values. Alert sent to parent/carer and student account	Daily	Teachers and LSA's
Personal Best Value Awards	Half Termly	Teachers
Special Recognition Personal Best Values	Termly	HoY/AHoY
Post tracking awards for top 10 progress, attainment and average CtL	Post tracking	FMM/PrExls
Head teacher's Personal Best Student	Weekly	HoY/Leadership
Attendance Challenge award	Half termly	HoY
Tutor Group Attendance Award	Fortnightly	Tutors
Individual Attendance Rewards for positive attendance	Half termly	Attendance Team/HoYs
Celebration assemblies	Half termly	HoY/ LT
Challenge and Celebration week	Annually	

7. IGS' possible response to students not demonstrating their Personal Best

We understand that students want to make positive choices and that the vast majority of students will choose to spend their time with us striving to achieve their **Personal Best**. However, when students make mistakes or poor choices, we may need to apply our support systems to help the student understand how their behaviour has affected others. The following is a selection of the sanctions that may be applied at IGS.

As outlined above, we will consider the needs and circumstances of each student when applying the consequences below for misdemeanours. When identifying a sanction, we will consider:

- The severity of the issue (please see the diagram below for how IGS supports higher tier incidents)
- The circumstances that may be affecting the choice of behaviour
- How a sanction may compensate the party that has been wronged or harmed
- If the behaviour is repeated



Personal Best Comments

As outlined above, adults have a responsibility to teach and model good behaviour. Achievement comments are recorded on the students' Edulink accounts to ensure that students are recognised for making positive contributions to IGS. Conversely, when students make choices that work against our **Personal Best Values**, *Behaviour* points will also be recorded on Edulink. This is to allow the students to understand where they have made an error in judgement and so that staff members can appropriately support them.

Most *Behaviour* comments will be recorded under one of our 6 values (see Appendix A). However, it is sometimes necessary for us to record certain behaviour separately so that we can direct specific support when necessary.

Specific logs will be recorded for:

- Late (student arrives late to lesson or tutor time; record time)
- Equipment (support with replacement; record item)
- Defiance
- Mobile phone misuse
- Homework
- Missed NEA deadline

**Please note that additional behaviour logs may be added as procedures evolve*

Classroom Management Procedure (See Appendix B for teacher guidance):

The right for every student to learn and every teacher to be able to teach is fundamental to all who are part of our IGS community. It is the responsibility of our staff to plan effective lessons that allow our students to achieve their academic potential and engage with their learners. It is the responsibility of our students to attend lessons prepared for lessons, being ready to learn. They are expected to respect the rights of all staff and students to be able to teach and learn.

Staff will make every effort to support the needs of all their students and make well-judged adjustments for students with SEND in accordance with specified approaches (e.g. in One Plans). Where teaching and learning continues to be disrupted, the staff member may need to apply the following protocols with students. A full explanation of this protocol can be found in Appendix B.

- 1) **Reminder:** This will be a reminder of the expectation, referring to the appropriate expectation **Personal Best Value** that has been breached. The adult will speak to the students using the phrase '*this is your reminder*'.
- 2) **Final Reminder:** The student will be formally reminded of the need for appropriate behaviour/engagement, citing the breach of expectation/value. The adult will clearly state, using the phrase we expect, '*this is your final reminder*'. This will be logged on Edulink by the member of staff.
- 3) **PB Transfer:** The teacher will clearly state that after a reminder and a final reminder, that the student will now need to move to a 'transfer classroom' to continue with appropriate subject specific work for the remainder of the period. This is a timetabled classroom, usually within the same subject, in which students are expected to complete the work set.

If a student is transferred, the member of staff will record the **Personal Best Value** not being met that most closely applies to the behaviour demonstrated on Edulink, with a summary of the support given. A detention will be set automatically for the next departmental detention day.

After School Detentions

When students are issued with a PB Classroom Transfer, students will be automatically issued with a PB Detention. (Behaviour and discipline in schools. DfE. Jan. 2016. Section 31). Arbor will generate an automated detention notification for parents and students. There will be a notification that a student has received a detention via Edulink, which will be visible to both the student and their parent. It is the responsibility of the student to remember to attend their detention in the specific area, although there will be identified students that may be given additional support to ensure that they attend.

Detentions are generated when students do not work in line with our **Personal Best Values**. A detailed outline of this can be found in the appendix.

Although we know that detentions are there to act as a deterrent, they also provide an opportunity for students to reflect on instances where they have not successfully worked within our agreed values. This will be facilitated by staff members familiar with the incident so that they can support students in making positive steps to address the circumstances that have led to the *Behaviour* comments. We view this as an opportunity for learning, and educational input.

After school detentions can be either 1 hour, depending upon the misdemeanour or number of misdemeanours accrued. Students are expected to be silent and engage with the work set and work positively with staff on the discussion around the incident.

Senior Leadership Detentions

Students may be issued with a Friday evening senior leadership detention for 1 hour for the following reasons:

- Not attending a scheduled mid-week detention
- Not behaving as expected in mid-week detention
- A misdemeanour that is viewed as being more serious than warranting a mid-week detention

Community Service Detention

Where there are instances in which a student has deliberately demonstrated a lack of **pride** and **respect** in our building or facilities, they may be given a community service detention. This will include spending time with our site team after school or over a number of break times/lunchtimes to assist in their everyday tasks that help IGS be a positive place to attend. This may accompany a more serious sanction dependent upon the misdemeanour.

Reflection

Students involved in a more serious or persistent breach of the IGS Relationships policy may be required to attend a/several *Reflection(s)*. Students may be referred to *Reflection* if the year team decides that a single incident or series of incidents warrants this sanction, or if they fail to attend a Senior Leadership Team detention. Students who do not follow instructions after being given support to make the right choices (defiance) or demonstrate any other serious or dangerous behaviour, may also be referred to *Reflection*. During a *Reflection*, students will complete a series of activities specifically relating to the reason for their sanction. This will include an opportunity to independently reflect on the incident and the choices that they made resulting in the reflection, PSHE/Behaviour & Attitude (B&A) online lessons, and PSHE/B&A 1:1 interventions. During these interventions, students will discuss their independent reflection with a member of staff and will go through relevant education around wider related topics with the primary goal of preventing a recurrence of the same incident through retrospective reflection. Where necessary, a restorative conversation will be facilitated to repair any affected relationships. Normal hours for *Reflection* will be held at lunchtime and then after school until 5pm (4:30pm on a Wednesday).

Internal Suspensions

Internal suspension may be issued for more serious misdemeanours that have negatively affected others and require an increased level of support to address the behaviour exhibited. This sanction can only be agreed by a senior leader. The internal suspension is completed in the Behaviour Centre and offers an opportunity for students to engage with education, online learning, do restorative work, and have an official reintegration meeting with a member of the pastoral team and their parent or carer. As with a *Reflection*, students will complete a series of activities specifically relating to the reason for their sanction, including online learning, independent reflection tasks and 1:1 interventions.

Planned Intervention or BSU

For some students, it may be more appropriate for their *Internal Suspension* programme to be completed at another school. Parents will be informed of these arrangements as required.

8. Fixed External or Internal Period Suspensions

Ilkley Grammar School operates within the statutory guidance issued by the DfE and will work in partnership with procedures in place with the Local Authority. The Local Authority and the Chair of Governors are notified of all external suspensions. The decision to exclude for a fixed period can be taken by the Headteacher, or any Senior Leader as delegated by the Headteacher. In all cases, suspensions must be lawful, reasonable and fair.

Each external suspension must be judged on the specific context and severity of the particular event or sequence of events, taking into account any mitigating circumstances. It will also take into account any specific needs of the child and make any necessary adjustments in line with our legal duty under the Equality Act.

The following list includes examples of unacceptable behaviour which are most likely to warrant suspension from Ilkley Grammar School:

- Carrying or using any item as an offensive weapon (including but not limited to a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, any bladed object or knife, including all variations such as pocket knives, butterfly knives, craft knives, scissors, screwdriver etc.)
- Any assault against a member of staff

- A deliberate assault on another student
- Selling, using and distributing drugs or alcohol at IGS or on the way to or from IGS
- Sexual assault
- Discriminatory abuse
- Persistent abuse/bullying, including physical, verbal, or online abuse
- Verbal threatening and/or intimidation of staff
- Persistent bullying committed via social networking media / electronic means.
- Deliberately setting off the fire alarm*.
- Cumulative disruptive events when IGS has attempted to support through other sanctions and interventions.
- Persistent and entrenched refusal to comply with expectations following support and interventions.
- Bringing IGS into disrepute

*IGS takes health and safety very seriously and views the deliberate setting off of the fire alarm to be a threat to a safe environment. This will be dealt with by an immediate long-term suspension and parental interview.

NB: This is not an exhaustive list and fixed term suspensions may be used for other forms of inappropriate behaviour.

IGS operates within the 2022 DfE statutory guidance for [School suspensions and permanent exclusions](#).

During / Post Suspension

Whilst suspended, students will complete work set by IGS. If the suspension is for more than 5 days, from the 6th day provision will be made for the student to attend an alternative educational establishment for the remainder of the suspension.

After each suspension, a reintegration meeting with parents/carers will take place. The purpose of the meeting is to assist the reintegration of the student and promote the improvement of their behaviour. The meeting also provides an opportunity to emphasise the importance of parent/carers working positively in partnership with IGS to encourage, support and reinforce the **IGS Personal Best Values** and high expectations. During the reintegration meeting, wider issues and any circumstances that may be affecting the student's behaviour will also be explored, and an Individual Support Plan/Contract will be put in place and signed to prevent further instances of poor behaviour. This may include ongoing support for students, particularly when the sanction was issued for an incident associated with equality or discrimination.

Extended suspensions

Fixed Term Suspensions of 15 days or more will result in a meeting between parents/carers and a panel of Governors. For students who are excluded for a total of more than 15 days in a term, a statutory Governor panel hearing will be arranged within 15 days of receiving notice of the suspension. Parents/carers will be invited to attend so as to support IGS in promoting positive behaviour.

IGS operates within the 2022 DfE statutory guidance for [School suspensions and permanent exclusions](#).

9. Permanent Exclusions

In some situations, it may be appropriate for the Headteacher to consider a permanent exclusion.

Permanent exclusion will usually be the final step in the process for dealing with disciplinary offences, when a wide range of other strategies have been tried, without success. In exceptional circumstances it may be appropriate to permanently exclude a student for a first or extremely serious incident

A decision to permanently exclude will only ever be taken:

- in response to a serious breach or persistent breaches of the school's expectations; **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Permanent exclusion will be considered in the following cases:

- Selling, repeated use or distributing illegal drugs
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying or using any item as an offensive weapon (including but not limited to a firearm of any description, including starting pistols, air guns and any type of replica or toy gun, any bladed object or knife, including all variations such as pocket knives, craft knives, scissors, screwdriver etc.)
- Intentional activation of the fire alarm on repeated occasions.

As with all types of exclusion, Ilkley Grammar School operates within the statutory guidance issued by the DfE on Permanent Exclusions and will work in partnership with procedures in place with the Local Authority. The Local Authority are notified of all permanent exclusions. IGS will remain responsible for the education of students whilst a permanent exclusion is considered. IGS will ensure any student who has been permanently excluded is provided with work until they are no longer on roll at the school.

IGS operates within the 2022 DfE statutory guidance for [School suspensions and permanent exclusions](#).

10. Supporting Childhood Trauma, Mental Health Special Educational Needs & Disabilities

Ilkley Grammar School tailors its provision for individual students carefully, and this includes students with Special Educational Needs and Disabilities (SEND), those who have suffered from adverse childhood experiences, and those suffering from mental health issues. We recognise that students with such particular needs may require reasonable adjustments to support them to follow our expectations to work within the Personal Best Values. We also recognise that, in some instances, it may be necessary to consider mitigations in the application of sanctions, which may differ from student to student.

We are aware that some students who come to IGS will have experienced and may continue to experience adverse events in their lives which affect the way in which they are able to respond to different situations in school. Whilst we still expect our students to work within our **Personal Best Values**, we recognise that the application of the sanctions may differ from other students. We understand that supportive challenge enables our students to develop the necessary skills to be able to be successful in their future lives. Where required and if appropriate we will ensure that we make reasonable adjustments when considering sanctions for students who have suffered previous childhood trauma (*Please refer to Appendix E*).

Similarly, we have made a significant commitment at IGS to invest in Mental Health First Aid training (MHFA) for staff and student leaders. With 1 member of staff for every 3 students at IGS MHFA trained, this will enable our staff and student leaders to be able to identify, support and signpost those students who need additional support. Where required and if appropriate we will ensure that we

make reasonable adjustments to take into account any individual circumstances that the student may be dealing with. An extensive PSHE programme supports students to have the mechanisms to look after their mental health.

At IGS our SENDCo is a member of the Leadership Team and has a strong team with a range of skills, knowledge and experience. Every member of the Inclusive Learning Department and wider student facing staff members, including teachers, take part in an ongoing programme of extensive training to be able to provide support to meet the individual needs of the students across the four broad areas of need - Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health, Physical & Sensory. The support offered is sharply focused on inclusion, and ensuring students make excellent progress, are happy and have a strong sense of belonging. Whilst all students are expected to behave in a way that is in keeping with the expectations of this policy, IGS may make reasonable adjustments to the application of sanctions detailed in the IGS Relationships policy. Reasonable adjustments may be pre-emptive, be considered as part of the investigation into the incident, or applied following further information by staff with specific knowledge of the student's individual needs or circumstances.

11. IGS approach to searching students

It is important that all staff and students feel safe and happy attending Ilkley Grammar School. Where we know or suspect that a student may have something in their possession or on the school grounds that could cause themselves or others harm, we reserve the right to search them. The list of items that may result in a student search are:

- Weapons, or implements that may be used as a weapon
- Drugs or new psychoactive substances (NPS)
- Alcohol
- Vapes, tobacco/cigarettes
- Devices that may compromise the effective operation of school or Trust ICT systems
- Items that may disrupt the positive culture at IGS
- Items that may disrupt teaching and learning
- Phones or electronic devices that may hold harmful, discriminatory or abusive content

All searches will be carried out in line with the IGS health and safety requirements. Two members of staff will be present at the time of the search and wherever possible one of these members of staff will be a senior leader and will be the same gender as the student.

Where a search takes place we will attempt to make contact with the parent or carer.

It is important that all staff understand the implications of searches in the context of substance related incidents. Anyone who carries out or witnesses such a search may be required to give evidence should Police action follow; it is important that the number of people directly involved in the process is kept to the minimum required. Any findings of an illegal nature (if unsure, contraband will be treated as illegal) will be handled as little as possible and will be passed onto the DSL and then onto the Police as soon as possible; the student's parent/carer will also be informed of the incident and the action that will be taken.

Where a substance is found which is not believed to be a controlled drug these can be confiscated where a member of staff believes this to be harmful or detrimental to good order and discipline. This would include New Psychoactive Substances (NPS).



Carrying a weapon is illegal, even if it is not being carried with intent. Any student who brings a dangerous item/weapon into IGS will receive an appropriate sanction and the Police may be informed.



All dangerous items will be passed onto the police for evidential purposes and/or destruction. Incidents will be recorded, and witnesses may be required to give statements to the police.



Where there is a disclosure of a mobile device incident which relates to messages/texts/messenger/social media and is not Youth Produced Sexual Imagery then the student's device (in the presence of the student) will be viewed by a member of the Named Persons Safeguarding team at IGS. Health and safety requirements will be followed at all times. The information will be viewed by two members of staff, one of whom should be a member of the Senior Leadership Team. If the information on the device/s is of concern (not Child Protection), relates to bullying, or harassment, or needs further investigation, screenshots of all messages/posts will be taken on an IGS device. These will be uploaded to IGS' secure CPOMS system and deleted from the device. If the information is deemed to breach the IGS Relationship policy, further sanctions will apply as per the policy. The student will be offered additional support, education, and intervention related to the incident and the student will be monitored by the year team, as will any other students affected by the incident. Students who bring items into IGS will be issued with a risk assessment and will be subject to random searches in the future. IGS operates within the 2022 DfE statutory guidance for [Searching, Screening and Confiscation](#).

Appendix A – Demonstrating the IGS Personal Best Values

When students choose to work against the Personal Best Values, staff may issue a PB Comment on Edulink. For more serious incidents of behaviour and for working against our Personal Best values we may issue heightened sanctions as outlined in the Relationships policy. Examples can be seen below illustrating how we expect students to work towards our values around IGS (All areas outside the classroom/learning environment) and on the way to and from IGS can be seen below. This will include, but will not be limited to:

Personal Best Value	How we are expected to demonstrate our values	Negative choices outside of the classroom (Likely to result in a sanction)	Negative choices in the classroom (May result in a sanction or classroom transfer)	Positive Choices (May result in a positive PB award)
	<ul style="list-style-type: none"> • Be aware of our waste and dispose of this properly • Be proud of and respect all facilities and equipment at IGS. We will never damage or graffiti our school or local community • We will wear our IGS uniform correctly and with PRIDE • We understand how our behaviour at IGS in front of others, including visitors, reflects upon the rest of the school and all staff and students 	<ul style="list-style-type: none"> • Littering • Graffiti • Not wearing the correct uniform, or wearing our uniform incorrectly • Damaging school property and facilities • Not representing the school positively when in the community 	<ul style="list-style-type: none"> • Graffitiing in books or within the classroom • Damaging the classroom learning space, or equipment • Not wearing the IGS uniform correctly, PE kit or safety equipment • Not taking Pride in the quality of work 	<ul style="list-style-type: none"> • Picking up litter when you see it • Reporting damage around IGS when you see it • Representing IGS in a fixture, performance or as part of a visit • Meeting visitors to IGS and demonstrating our PB values
	<ul style="list-style-type: none"> • Speak kindly and calmly to everyone • Being polite • Treat everyone equally and how you would like to be treated • Speak up and speak out to promote respectful beliefs and perspectives • Be aware of those around us and respond with respectful behaviour and attitudes regardless of their gender, race, sexual orientation, age, 	<ul style="list-style-type: none"> • Swearing • Shouting • Rudeness • Being aggressive with a person when challenging perceived injustice • Running in buildings • Gathering in toilet areas • Not following the instructions of a member of staff • Deliberately 'going slow' following a reasonable request to do something or go somewhere 	<ul style="list-style-type: none"> • Disrupting teaching and learning • Not following the instructions of the teacher or member of staff • Not showing peers respect during discussion or group work 	<ul style="list-style-type: none"> • Encouraging others to be respectful • Demonstrating respectful behaviours in the community

	<ul style="list-style-type: none"> beliefs, abilities and/or disabilities Embrace and celebrate diversity Be respectful when people disagree with us by trying to understand their frame of reference Show respect and support for safe and healthy working environments for everyone Have enough self-respect to do the right thing for yourself and others 	<ul style="list-style-type: none"> Being defiant toward the IGS rules Not showing respect or courtesy to staff and other students 		
	<ul style="list-style-type: none"> Be courageous and help those in need Be confident to challenge and support others when they fall short of our school values Help to empower others to be courageous Asking for help and support Showing courage doesn't mean taking risks, it means being yourself and taking pride in who you are 	<ul style="list-style-type: none"> Being part of a collective group that is being unkind to others Being a bystander and not reporting behaviours you know to be wrong Being part of a collective group who are causing damage to school property or the school environment 	<ul style="list-style-type: none"> Being part of a collective group that is preventing teaching and learning from taking place Shying away from work when it feels tricky to accomplish 	<ul style="list-style-type: none"> Reporting behaviour that is not in line with our IGS values to appropriate staff
	<ul style="list-style-type: none"> Develop effective strategies for completing all work to our Personal Best Model behaviour which helps support good physical and mental wellbeing Encourage and support the wellbeing of those around us Taking ownership of our behaviour, words and actions 	<ul style="list-style-type: none"> Being unsafe around IGS, on the way to/from school, and online Not considering our local community when out of IGS. This includes, but is not limited to; not being courteous to members of the public when walking down paths in groups, using inappropriate language, not 	<ul style="list-style-type: none"> Not coming equipped to lessons with the correct pens (blue or black, green pens), PE kit, a charged iPad, calculator & any other specified equipment Not completing all homework set on time and with pride 	<ul style="list-style-type: none"> Owning up to our mistakes and showing that we have learnt from them by not repeating negative behaviours. Stepping forward to represent the school and the wider community as leaders and ambassadors Acting in a way which positively impacts on the environment

	<ul style="list-style-type: none"> Empower others to take responsibility for their actions, words and behaviours Being a good citizen 	behaving safely and courteously on trains and public transport		<ul style="list-style-type: none"> Making sensible, balanced decisions
	<ul style="list-style-type: none"> Be aware of what other people might be going through or experiencing Be caring, thoughtful, and compassionate and try and support those around us Embrace and celebrate diversity and celebrate people's differences Show kindness to everyone, think with kindness, act with kindness in person, online and on social media Showing care and compassion for yourself 	<ul style="list-style-type: none"> Making others feel unhappy by our actions or words Laughing or berating someone when they are upset Taking pleasure out of somebody else's misfortune Belittling or humiliating someone Deliberately excluding others (ostracism) Any form of discrimination 	<ul style="list-style-type: none"> Making others feel unhappy by our actions or words Laughing or berating someone when they are upset Any form of discrimination 	<ul style="list-style-type: none"> Opening and holding the door for others Saying please and thank you Actively helping others that are in need Offering a kind word or reassurance to someone who needs it Making a positive difference to others
	<ul style="list-style-type: none"> Recognise opportunities to overcome challenges Be brave when addressing our mistakes Be willing to accept support Identify ways you can strive to improve Practise skills multiple times Celebrate success Embrace difficulty and hard thinking Seek out challenges Attend school regularly 	<ul style="list-style-type: none"> Continuing to make choices at social times and in/around the school site that you know to be against the IGS values Giving in to peer pressure Not attending school as a way of avoiding difficult situations Allowing our emotions to guide us to make poor choices when facing adversity or dealing with altercations 	<ul style="list-style-type: none"> Not taking responsibility for own learning Giving up on tasks rather than seeking support. 	<ul style="list-style-type: none"> Be proud of our efforts when they lead to positive change for ourselves and others Continue to try and achieve marginal gains in our behaviour, attendance and attitude Maintain a high level of attendance and use the school support systems to challenge yourself Making choices that will lead to positive outcomes when we feel emotions such as anger, upset, embarrassment etc.

Appendix B - IGS Personal Best – Classroom Guidance

Protocols for students with childhood Trauma or those suffering from mental health issues (See appendix E)

Student becomes dysregulated or is disrupting the learning of other students. All strategies (See appendix E) have been tried but proved unsuccessful

Apply all guidance for students' personal needs.

Build

Link to the specific PB Value that they are working against, and how this affects their own and other students' ability to learn. If possible, have this conversation outside or away from peers.
This is your verbal reminder. Do you need any more help with anything?

Assess level of dysregulation and request support from on call if student looks like they are looking like they are not going to reengage.

Verbal

Link to the specific PB Value that they are working against, and how this affects their own and other students' ability to learn. If possible, have this conversation outside or away from peers
This is your final reminder. I want you to be successful your behaviour is not demonstrating [Insert value]. If you continue to make these choices, I will have to transfer you to another room [sanction].

On call or designated person contacted. Time out pass allowed to be used if appropriate.

Final Reminder

Discussion quietly, minimising attention in front of other students. Student asked to make their own way to move room. For some students, it may be necessary to ask On Call to escort the student. Teacher records Behaviour Point on Edulink with a full explanation of the incident
Unfortunately, you have continued to not demonstrate [Insert value] by [Insert behaviour] which has affected others by [Insert impact]. You are going to now need to do your lesson in [Specify room]. We can catch up about this at the detention

On call staff to pick up with specific instructions relating to the student. Call made as to whether the student will be successful in the move room.

Room Removal

Curriculum Detention issued for the next available time
· Reflective work done (Checked on iPad by detention staff)

· Students silent and engaged with work

It may be more appropriate for the identified student to do their sanction away from the main detention area. Any restorative conversation led by an identified member of staff.

Detention

Appendix C – Uniform, Jewellery & Makeup Policy

IGS School Uniform

- Black, flat, plain shoes or ankle boots
- Socks (black, grey, or white) or black tights
- Grey pleated skirt or plain dark grey trousers, or smart, dark grey tailored shorts (no sports or cargo shorts)
- Plain black belt
- Plain white shirt, top button done and tucked in
- Blazer with school crest
- School tie, crest showing
- Any non-branded black or grey jumper (preferably V neck, but if not, the tie **must** be visible)
- School hoodie or coat may be worn outside
- Headscarf in black, grey, or year group tie colour

The IGS Eco-iLeaders regularly arrange a pre-loved uniform sale where quality second-hand uniform can be purchased.

Our updated non-gendered jewellery/make-up/hair policy respects students' sense of individuality and self-expression, appreciating that this helps to promote positive mental health and self-image. It also recognises privilege of age whilst still ensuring a safe, inclusive environment where the focus is on high quality education for all and not on appearance. Whilst we do have a relatively liberal approach, there are some parameters and requirements which are non-negotiable either for health and safety reasons, age restrictions/recommendations, practical reasons and for ensuring students are not the subject of value judgements or placed under peer-pressure.

	Key Stage 3: Years 7, 8 and 9	Key Stage 4: Years 10 and 11
<p>Jewellery:</p> <p>NB: Elaborate/expensive jewellery of any kind should not be worn.</p> <p>Dangly earrings, large hoops, or earrings which stretch the lobe are not permitted.</p> <p>Body/facial piercings including nose, eyebrow and tongue piercings, including the use of retainers, are not allowed in years 7-11.</p>	<p>Students are permitted to wear:</p> <ul style="list-style-type: none"> • 1 pair of small studs or small sleeper/small hoop or huggie earrings • 1 plain/flat ring • 1 bracelet 	<p>Students are permitted to wear:</p> <ul style="list-style-type: none"> • Small studs/small sleeper/small hoop earrings and/or huggies • Maximum 2 plain/flat rings • Maximum 2 bracelets • A necklace may be worn but must not be visible
	<p>All jewellery must be removed for PE and other practical activities as required. Students must be able to remove their jewellery quickly so learning time is not wasted and its safe keeping remains the responsibility of the student. This is another reason why expensive jewellery should not be brought into school.</p>	
<p>Make-up/nail varnish</p> <p>Nail extensions including acrylic extension are not allowed in years 7-11.</p>	<p>Year 7 & 8: Make-up/fake tan, with the exception of the discreet use of cover-up, is not allowed.</p> <p>Nail varnish is not allowed.</p>	<p>Discreet/subtle make-up/eyelashes are allowed.</p> <p>Discreet nail varnish (nude and pale pastel colours only) is allowed. NB: Nail varnish may not be worn during food practicals due to health and safety legislation.</p>

	<p>Year 9: Discreet use of cover-up and/or natural foundation may be used</p> <p>Discreet use of mascara may be used</p> <p>Nail varnish is not allowed</p>	<p>The use of self-tanning products is not advised. If parents/carers allow their child to use these, then they must ensure that they are applied evenly and subtly.</p>
<p>Hairstyles/Colours</p> <p>There are no rules/judgements about the length a student chooses to wear their hair, although long hair must be tied back for PE and other practical subjects.</p>	<p>Hair colours must be natural. Given that all legal colouring products in the UK should not be used on persons under the age of 16, no bold or extreme hair colouring is allowed in years 7-11.</p> <p>Visible lines/patterns/symbols shaved into the head are not allowed</p>	

PE Kit

- White unisex polo shirt or fitted polo shirt with school logo
- Black long/short sleeve reversable rugby shirt with school badge (girls are not required to have this unless taking part in extracurricular rugby)
- Black unisex shorts or skirt
- Long black games socks
- White ankle socks
- Sports trainers
- Football/rugby (plastic studded) boots for all
- Plain swim shorts or swimming costume
- Goggles and a towel for swimming

Optional PE Kit

- Grey hoodie with school logo - no other brand is acceptable
- Plain black performance sports leggings
- Plain black tracksuit bottoms (no large logo or coloured stripes)
- Black skins thermal top
- In addition, the following protective equipment is strongly recommended: shin pads and a gumshield.

Appendix D – Vaping Policy

Action	Sanction and actions
Group in the toilets - staff professional judgement on the balance of probability is that vaping has occurred (vape found on the student or in the vicinity of the group, smoke witnessed etc.)	<ol style="list-style-type: none"> 1) Students issued with a Reflection 2) Parents called by year team and the <i>vaping support leaflet</i> issued via email 3) Vape permanently confiscated 4) Students given a risk assessment for random searches by safeguarding team
Student found vaping on site/in vicinity of IGS - 1st occasion	<ol style="list-style-type: none"> 1) Vape permanently confiscated 2) Students issued with a period of Internal Suspension in school 3) Parents met by HOY and the discussion around strategies to prevent their child vaping, and bring vapes/vaping into school 4) Students given a risk assessment for random searches by safeguarding team
Student found vaping on site/in vicinity of IGS – 2nd occasion	<ol style="list-style-type: none"> 1) Vape permanently confiscated 2) Internal suspension within school 3) Parents met by AHT as part of a formal readmittance meeting 4) Students issued a risk assessment and daily searches occur by allocated senior staff member
Vaping on site/in vicinity of IGS – 3rd occasion	<ol style="list-style-type: none"> 1) Vape permanently confiscated 2) External placement at a different school 3) Parents met by DHT as part of a formal readmittance meeting 4) Student and Family Outreach Specialist assigned to support the family in preventing vaping 5) Students issued a risk assessment and daily searches occur by allocated senior staff member

Supporting Students with Trauma and Emotionally Based School Avoidance (EBSA)

Understanding Trauma and EBSA

Impact on Learning and Attendance:

- Trauma and EBSA can undermine a student’s confidence, increase anxiety, and reduce capacity to engage with learning or attend regularly.

Neurobiological Effects:

- Trauma can affect brain development and functioning, leading to difficulties with emotional regulation, memory, concentration, and relationships.

Common Signs of EBSA:

- Somatic complaints (e.g. headaches, stomach aches)
- Frequent absences or late arrivals
- Social withdrawal or “shutdown” behaviour
- Avoidance of specific classes or areas of the school
- Emotional outbursts or high levels of anxiety

Creating a Safe and Supportive Environment

Teachers are encouraged to use the **following**:

I. Predictable Routines:

- Prepare students for changes in routine with advance notice, wherever possible. **Why this helps:** Sudden changes can trigger anxiety or dysregulation, especially in students with trauma or PDA. Advance warning allows time for emotional preparation and reduces a sense of threat
- Use a consistent, data-driven seating plan, seating students near the door where appropriate. **Why this helps:** Familiar seating reduces unpredictability. Proximity to exits can offer a feeling of psychological safety for students prone to EBSA or who may need a calm exit strategy
- Meet and greet all students at the door of the classroom. **Why this helps:** A warm welcome fosters a sense of belonging, models positive relational connection, and builds trust from the moment they enter the space
- Keep the structure of lessons consistent to reduce unpredictability and anxiety

Example structure:

- *Meet and greet at the door*
- *Starter task on the board*
- *Clear learning objective shared verbally and visually*
- *Main activity with scaffolded options*
- *Calm plenary or reflection task*

Why this helps: Knowing what to expect reduces cognitive and emotional load, increasing students' readiness to learn and regulate themselves. Familiar routines build confidence and a sense of safety

- Display the structure visually in the classroom or on the board at the start of each lesson.
Why this helps: Visuals reduce reliance on working memory and verbal processing, helping students stay oriented and feel in control throughout the lesson
- Use clear transitions between tasks and subjects, which can be done by verbal prompts, verbal/visual countdowns
Why this helps: Transitions are often flashpoints for anxiety. Signposting what's coming next reduces fear of the unknown and supports smoother shifts in attention and regulation
- Indicate how long tasks may take, which helps reduce anxiety linked to uncertainty or perceived pressure
Why this helps: Time indicators lower the emotional load linked to open-ended tasks or unclear expectations, which can lead to refusal or withdrawal
- Maintain high expectations in the classroom
Why this helps: Trauma-informed practice isn't about lowering standards—it's about supporting access to them. Consistent expectations paired with relational safety help students feel respected, capable, and valued

2. Relationship Building:

- Allocate regular check-in times throughout the lesson.
Why this helps: Regular, non-pressured contact builds trust and predictability. It helps students feel noticed, reduces isolation, and gives them opportunities to express needs before they escalate
- Offer small choices within learning (e.g. choose between two questions, present answers verbally or in writing, work alone or with a peer).
Why this helps: Offering controlled choices reduces demand, increases autonomy, and supports engagement without triggering oppositional responses often seen in PDA or trauma-affected students
- Find moments for brief, informal chats about non-academic interests (e.g. favourite music, hobbies, weekend plans) during settling tasks or transitions
Why this helps: Personal connection outside of academic pressure helps students feel seen as individuals. These low-stakes conversations build rapport and emotional safety over time
- Use warm, validating language to help the student feel seen and safe. "Thanks for giving it a go, even if it wasn't easy"
Why this helps: Validation builds a foundation of emotional safety. It lowers defensiveness, supports co-regulation, and helps students develop self-trust and resilience
- Intentionally use the student's name in a positive or neutral context during lessons (e.g. "Thanks for getting started, Sam" or "Let's hear what Jordan thinks")
Why this helps: Positive use of names reinforces belonging and identity in the classroom without spotlighting or pressure. It signals that the student is known and valued
- Allow student voice (e.g. asking how they prefer to learn, inviting feedback on the task, or discreetly checking if something feels manageable today)

Why this helps: Empowering students with choice and agency reduces feelings of helplessness or control-based conflict. It supports emotional regulation and investment in learning.

- Rather than focusing on what the student isn't doing, notice and acknowledge when they're engaging, even in small ways (e.g. "I saw you tried to stay focused during that task—thank you").

Why this helps: Highlighting effort instead of lack helps build confidence and motivation. It shifts the focus to strengths, promotes a growth mindset, and encourages future engagement.

3. Behaviour as Communication:

Use 'Connect Before Correct': Before addressing behaviour, acknowledge the emotion or struggle behind it

Example: "I can see you're finding things difficult today. Let's talk about how we can help before we get into the task"

Why this helps: This approach prioritises regulation and connection before enforcing rules or consequences

Offer Regulated Choices in the Moment

When a student is dysregulated, avoid ultimatums. Instead, provide calm, limited choices

Example: "Would you rather take a 5-minute break in the calm space or move to the back table to work more quietly?"

Why this helps: This helps preserve the student's sense of control and dignity

Use Neutral, Predictable Phrases

Avoid emotionally charged or judgmental statements

Instead of: "You're being disruptive again"

Use: "I can see it's tricky to focus right now. Let's find a way to make this work"

Why this helps: Keeping your tone and words predictable reduces shame and defensiveness

Redirect Privately When Possible

Avoid calling students out publicly for behaviour. Instead, use discreet redirection

Example: Quietly place a visual prompt on their desk, or speak to them briefly at their seat

Why this helps: This protects the student's self-esteem and avoids triggering a "fight, flight, or freeze" response

Build In 'Reset Routines' After Incidents

After a challenging moment, offer a way for the student to return to the lesson without further attention or shame

Example: Have a “reset” job (e.g. handing out books or wiping the board) that allows them to reintegrate calmly

Why this helps: Follow up with a restorative chat at a quiet time, not immediately after the incident