Behaviour Policy

Reviewed: 1/9/26 | Date of next review: 01.09.2027

Rationale

At Running Deer, we recognise that people from all backgrounds access the school, both as staff members and as students, and we believe that at our school there are 'No Outsiders' because we are all different and we are all equal. We draw strength from our diversity as a group and use this to ensure the best possible outcomes for all, recognising that people will have different strengths and different needs.

We are committed to a Trauma and Mental Health Informed ethos that maximises the protective factors of school, by creating an environment of safety that has strong, positive and supportive relationships between everyone at its heart. This requires staff and adults, who support the young people at Running Deer, to understand the impact of emotionally regulated and available adults, who can provide calmness and containment of young people, their parents/carers, or each other.

All staff are responsible for adhering to positive practice that promotes a student's ability to engage in, and access, their learning. This is based on the understanding that students best achieve, develop, and reach, their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships.

This policy aims to set out a framework through which staff and students can promote and uphold high expectations of behaviour, nurture and repair relationships, and enable everyone to learn and develop.

Running Deer School knows that young people can reach their full potential given time, the right opportunity and the support they need.

Our values are based on respect:

- Respect for self
- Respect for others
- Respect for the environment
- The right that everyone has the right to an education

We strive to:

- Be ethical in everything we do
- Be user led and transparent at all times
- Promote inclusiveness
- Make a positive difference to peoples' lives

These are underpinned in the following articles:

UNICEF states the following as rights relevant to all children and therefore a must in our school: The following **rights are of equal importance** to every child. **Every child has the right to:**

- **Relax** and **play** (Article 31)
- Freedom of **expression** (Article 13)
- **Be safe** from violence (Article 19)
- An **education** (Article 28)
- Protection of **identity** (Article 8)
- **Sufficient** standard of **living** (Article 27)
- **Know** their **rights** (Article 42)
- Health and **health services** (Article 24)

UN Convention on Rights of a Child (UNCRC) - UNICEF UK [24.09.25]

Any member of staff, pupil or visitor (including families) are agreeing to adhering to meeting these rights and working together in meeting these rights as soon as they begin to be working with, interacting or teaching any member of the Running Deer School community.

Legislation and Statutory Guidance

This policy is informed by and compliant with:

- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE) 2026
- Behaviour in Schools: Advice for headteachers and school staff (DfE, 2022)
- Use of reasonable force in schools (DfE guidance)
- Searching, screening and confiscation at school (DfE guidance)
- Supporting pupils with medical conditions at school (DfE guidance)
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Data (Use and Access) Act 2025

This policy should be read in conjunction with our:

- Child Protection and Safeguarding Policy
- Relationships and Sex Education (RSE) Policy
- Anti-Bullying Policy
- Online Safety Policy
- Mobile Phone Policy
- SEND Policy and Information Report
- De-escalation, Physical Intervention and Restraint Policy
- Searching, Confiscation and Exclusions Policy
- Equal Opportunities Policy
- Equality and Diversity Policy

Positive Behaviour

At Running Deer School, we recognise that all behaviour is communication, and that negative behaviour communicates an unmet need. We aim to support students to understand their behaviour and the reasons behind it. All staff need to understand the students, their needs relating to attachment, trauma, or SEND, and need to maximise opportunities for students to achieve success and have positive outcomes.
We aim to work closely with students and their families in order to best meet their needs and to help them to manage their behaviour. These relationships are paramount and are reflected in our

Relationships Policy

To support long term behaviour change we deliver sessions that include, but are not restricted to:

- Art or sand play therapy
- Biophilia (access to nature)
- Sensory regulation exercises ('sensory diet')
- Case worker/mentoring time
- Use of therapeutic language
- Board game club (principles-based therapeutic interventions)
- Relaxation/Yoga/mindfulness

Positive behaviour management strategies we use include, but are not limited to:

- Showing unconditional positive regard to students
- Emphasising positive behaviour and attitudes, and "catch them being good" (Rogers, 2002) in order to give feedback and praise
- Setting, monitoring and evaluating the impact of realistic achievable targets for students, referring to positive behaviour support plans where applicable
- Encouraging peers to seek and praise the good in others by giving opportunities to take on roles across the school e.g. showing students how to make a mallet, showing new students around etc.
- Using a restorative approach to consider behaviour choices and repair relationships, using the restorative script
- Celebrating hard work, effort, and positive behaviour throughout the school day and in communication with families
- Using individualised PSHE lessons, the Emotional Curriculum, and through our No Outsiders work, to teach students about understanding emotions, managing behaviour, risks, consequences, equality, etc.
- Staff acting as emotionally available adults for the students

Creating a Culture of Respect and Reporting

We create a culture and ethos of respect, tolerance, acceptance and diversity that makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We let pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Reporting incidents benefits everyone:

- **The victim(s):** by stopping the problem and getting the help and support they need
- **Other people:** by preventing it happening to someone else
- **The alleged perpetrator(s):** catching problematic behaviour early can help them avoid criminal offences later in life

Promoting Appropriate Sexual Behaviours

As well as focusing on what's inappropriate, we help pupils understand what good and healthy sexual behaviour means through our RSE curriculum, which covers:

- Consent – what it means, how to give it, how to recognise when it's not present, and understanding that consent can be withdrawn at any time
- What respectful behaviour looks like in friendships and relationships
- Body confidence and self-esteem – developing positive attitudes towards their own bodies and those of others
- Healthy relationships
- Recognising inappropriate behaviour and how to report concerns

There is a delicacy between the rights and needs of the individual, and the rights of the wider school community to be protected from harm.

In these instances, the school will look to minimise the harm to the greatest number of students. On these rare and difficult occasions, the school may seek to terminate the placement of a student to protect the wider school community from harm. It may choose to do this rather than permanently exclude a student to ensure a more managed transition for the student. This will be decided by the Head of School with the support of the Board of Directors.

Unacceptable Behaviours

At Running Deer School, we are explicit about what behaviours are unacceptable. We do not tolerate:

Sexual Violence and Sexual Harassment

Sexual violence means:

- Rape
- Assault by penetration
- Sexual assault (intentional sexual touching)

Sexual harassment means unwanted conduct of a sexual nature, including:

- Sexual comments, jokes or taunting

- Physical behaviour like interfering with clothes
- Online harassment such as sharing of nudes or semi-nudes (sexting)
- Creating, sharing or threatening to share intimate images (including AI-generated or manipulated images)
- Upskirting (taking a picture under someone's clothing without their knowledge or consent)

Harmful Sexual Behaviour (HSB)
Any sexual behaviour that is developmentally inappropriate, harmful to another child, or indicative of potential harm to the child displaying the behaviour.

Sexism, Misogyny and Misandry
- Sexist language, comments or jokes
- Behaviour that demeans, objectifies or stereotypes based on gender
- We will not dismiss such behaviour as 'banter', 'just having a laugh', 'part of growing up', or 'boys being boys'

Other Forms of Child-on-Child Abuse
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Initiation/hazing type violence and rituals
- Abuse in intimate personal relationships between peers ('teenage relationship abuse')
- Making or sharing of nudes and semi-nudes images and/or videos (including AI-generated or manipulated content)
- Causing someone to engage in sexual activity without consent

Discrimination and Prejudice-Based Behaviour
- Targeting individuals based on protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)
- Racist, homophobic, biphobic, transphobic or disablist language or behaviour
- Discriminatory language or behaviour related to any protected characteristic

Technology Misuse
- Malicious use of technology which causes harm to others
- Sharing or creating inappropriate images (including AI-generated content)
- Online bullying or harassment

Other Serious Behaviours
- Theft or malicious and targeted damage to personal property
- Significantly and persistently disrupting the learning of others
- Violence or threats of violence
- Possession of prohibited items (weapons, illegal drugs, stolen items, etc.)

This explicit listing helps staff and pupils recognise what is and isn't OK or 'normal'.

Responding to Sexual Violence and Sexual Harassment

When we receive a report of sexual violence or sexual harassment between pupils, we will follow a clear process. Our Designated Safeguarding Lead (DSL) will conduct a risk assessment to inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Our Response Will Be:

- **Proportionate** – appropriate to the severity and context of the incident
- **Considered** – taking into account all relevant factors
- **Supportive** – providing help to all pupils involved
- **Decided on a case-by-case basis** – recognising that each situation is unique

While we won't tolerate the behaviour, we won't demonise anyone – we'll support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so they can change their behaviour.

Taking Victims' Wishes into Account

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen to the victim(s) and their wishes will inform our response, but we will make the final decision based on what we judge to be in the best interests of all pupils involved.
Some victims might prefer that the alleged perpetrator(s) move to a different activity area, whereas others may prefer that they stay in their current area but just not near them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed, the victim might prefer not to be put in this situation.

Possible Sanctions for Sexual Harassment and Sexist Behaviour

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Context will impact how we handle each incident. Appropriate sanctions include:

- A verbal warning
- Keeping the pupil behind after an activity to apologise to their peer
- A letter or phone call to parents/carers
- Time working separately from peers
- Community service within the school (e.g. helping with woodland maintenance)
- A period of internal supervision (working with staff away from peers)
- A period away from school (fixed-term exclusion) – length dependent on incident
- In the most severe cases, permanent exclusion

How We Decide What Sanction is Appropriate

The response to each incident will be proportionate. We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Any SEND, trauma or attachment needs of the pupils involved
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

We will use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault. If this happens and we still wish to keep the pupil in school, we'll need mitigations in place to protect other pupils, such as keeping that child under close supervision.

If we decide to exclude a pupil, the decision must be lawful, reasonable and fair.

Immediate Response to Incidents

Calling out behaviour as it happens will help all pupils understand what is and isn't OK.

For 'Low-Level' Incidents

If the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to:

- Explain why it wasn't OK
- Ask the pupil to apologise to the victim on the spot
- Use it as an opportunity to encourage a discussion about appropriate and inappropriate language
- Keep an eye out for any recurrence from that particular pupil
- If they refuse to apologise, escalate the incident to a more serious sanction

Involving Parents/Carers Immediately

We don't just file an incident away, no matter how 'low-level' – we let parents/carers know what their child has said or done, and that we'd like them to talk about it as a family. This can be a quick phone call, but it's important that it happens immediately and every time staff have concerns about their child's behaviour.

This helps us:

- Get the parents/carers on board in condemning the behaviour
- Start an important conversation between the pupil and their parents/carers about acceptable and unacceptable sexual behaviour
- Work towards a solution together

Rights and Responsibilities

Students have the right to:	**Staff have the right to:**
Be treated with respect	Be able to teach and support learning without hindrance
Be safe	Feel safe
Learn	Be supported by colleagues
Be listened to	Be listened to
Achieve success	

Students have the right to:	Staff have the right to:
Disruption-free learning	
Students have the responsibility to:	**Staff in school have the responsibility to:**
Be willing to learn	Enable all students to learn
Allow others to learn	Create a positive environment in which students feel safe and able to learn
Cooperate with staff and peers	Encourage, reinforce and celebrate positive behaviour
Treat each other, and staff, with respect	Treat students with respect
Try their best	

When possible, staff will be consistent between them about the behaviour standards expected for each student, which does not mean treating the students as the same. Our students have different needs, experiences and backgrounds, which will always be taken into account.

Parents and carers have the right to know how their child is doing in school, through daily 'journey logs', phone calls and other correspondence, official reports to parents/carers, and regular meetings with staff and other professionals.

Parents and carers have the responsibility to let school know if there has been a change in circumstances which might affect their child. They have the responsibility to support the school in upholding standards of positive behaviour, and to discuss any concerns as soon as they arise. Running Deer also expects parents to help uphold the behaviour policy.

The Board of Directors' legal responsibility is to make sure that the school has an effective Behaviour Policy in place and the Board monitors compliance with its implementation. The Board should also ensure that the policy is made available to parents and carers if requested and is on the school website. They will make sure the policy is reviewed in line with the review schedule or as new legislation/guidance emerges.

Rewards
Whilst rewards can be motivational for students, those who have insecure attachments, or who have experienced trauma, or have negative previous school experiences, may respond to rewards

in unexpected ways. They might sabotage the reward or might feel they are not deserving of the reward, leading to insecurity and feelings of shame (Cooper, 2001). To this end, we believe that rewards should be individual, and negotiated with the student, to reward and reinforce positive behaviour rather than punish the negative (Kohn, 1999).

All staff are responsible and actively involved in rewarding positive behaviour, and achievements, success and positive behaviour both inside and outside school are celebrated.

Rewards used in the school are varied and reflect the individual student's needs. Informal rewards at Running Deer may include:

- Smiles, positive eye contact and gestures
- Positive praise
- Written comments in books
- Phone calls, emails, sending photos, or other forms of communication with parents/carers
- Displaying of good work
- Additional responsibilities
- Sharing good work and/or behaviour with other professionals, including social workers, youth workers, etc.
- This list is not definitive, and individual expectations may be made

Consequences
Students are encouraged and supported to make choices about their behaviour and take responsibility for their actions. Choices are guided by their responsibilities and will lead to positive or negative consequences according to their choice. Students will know the consequence of a sensible or inadvisable choice. Responsible choices will lead to positive consequences, whilst, if students choose to behave in an unacceptable manner there will be known negative consequences.

Consequences occur when necessary and as appropriate to the student, the circumstances and the behaviour that has taken place.

Examples of consequences at Running Deer include:

- Directly speaking to the student and reminding them to follow the instruction given. Explain what they have chosen to do is not a good choice and why. Be clear about how they should be choosing to act. Explicitly tell or model to the student what they should be doing
- Taking the student away from main camp, or to their safe space, or another chosen area of the woods. This not only closely supervises the student but also allows good behaviour to be modelled. It also means that the supervising adult can establish a positive conversation with the student and defuse the situation
- Removal of other students if the situation is escalating, and/or the student's behaviour is becoming dangerous
- Intervention from senior staff
- Phone calls home to parents/carers
- This list is not definitive and individual expectations may be made

Supporting Pupils Who Display Harmful Sexual Behaviour
When pupils demonstrate harmful sexual behaviour towards one another, it may be because they're communicating their own experience of abuse. We offer them a safe space to explain what may have happened to them, and to discuss how their actions weren't appropriate.

We gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

We have a plan in place to help pupils modify their behaviour, which may involve:

- Counselling or clinical care
- Art or sand play therapy
- Case worker/mentoring time
- Board game club (principles-based therapeutic interventions)
- Sensory regulation exercises
- Referral to external support services

In some circumstances, we may feel it's appropriate for a group of pupils who have committed similar offences to engage in an outreach programme where they can hear first-hand about the impact of behaviour such as theirs. We may contact organisations such as The Lucy Faithfull Foundation's Inform Young People programme, which offers training and support for young people in trouble with the police or their school for inappropriate online behaviour.

Behaviours Requiring Mandatory Response

Incidents will always be logged on our CPOMS system. Restorative conversations will always happen after an incident of negative behaviour.

(See separate policies including De-escalation, Physical Intervention and Restraint, and Searching, Confiscation and Exclusions policy for serious incidents).

There are some behaviours which cannot be excused and will carry a mandatory response from the school. This is to protect the wider school community from harm, including emotional harm. These include:

- **Sexual violence** (rape, assault by penetration, sexual assault)
- **Sexual harassment** (unwanted conduct of a sexual nature)
- **Harmful sexual behaviour** (developmentally inappropriate or harmful sexual behaviour)
- **Making or sharing of nudes or semi-nudes** (including AI-generated or manipulated images)
- **Bullying** (including cyberbullying and prejudice-based bullying)
- **Targeting individuals based on protected characteristics** (including sexist, racist, homophobic, biphobic, transphobic or disablist behaviour)
- **Significantly and persistently disrupting the learning of others**
- **Malicious use of technology which causes harm to others**
- **Theft or malicious and targeted damage to personal property**
- **Violence or threats of violence**
- **Possession of prohibited items**

In each instance, unless the severity judged by impact dictates otherwise, the school will:

1. Inform the person of their indiscretion
2. Discuss the impact of those behaviours on all parties
3. Conduct a safeguarding risk assessment (for incidents involving sexual violence, sexual harassment, or other child-on-child abuse)
4. Have a meeting with the parents/carers to discuss behaviours
5. Determine appropriate consequences, which may include:
    - Internal management with support

    - Referral to early help
    - Referral to children's social care
    - Report to police
    - A period away from school (fixed-term exclusion)
    - In the most severe cases, permanent exclusion

All incidents will be logged on our CPOMS system and reported to the DSL where there are safeguarding concerns.

Staff Training

All staff will receive regular training on:

- Understanding and responding to child-on-child abuse, including sexual violence and sexual harassment
- Recognising and challenging sexist, misogynistic, misandrist and other prejudice-based behaviour
- Understanding harmful sexual behaviour and appropriate responses
- The influence of online content (including toxic masculinity and harmful gender stereotypes)
- How to conduct restorative conversations following incidents
- De-escalation techniques and positive behaviour management
- Understanding the impact of trauma, attachment, and SEND on behaviour
- Safeguarding procedures and reporting mechanisms
- The school's behaviour policy and related policies

This training will be delivered:

- As part of annual safeguarding training
- Through regular staff meetings and briefings
- When new staff join the school
- When updates to guidance or policy occur

Staff will have access to ongoing support and supervision to help them manage challenging behaviour and safeguarding concerns effectively.

Related Policies

This policy should be read in conjunction with our other policies:

- Child Protection and Safeguarding Policy
- Relationships and Sex Education (RSE) Policy
- Anti-Bullying Policy
- Online Safety Policy
- Mobile Phone Policy
- De-escalation, Physical Intervention and Restraint Policy
- Equal Opportunities Policy
- Equality and Diversity Policy
- Searching, Confiscation and Exclusions Policy
- SEND Policy and Information Report

Running Deer School Rules

Everyone has the right to uninterrupted learning.

This means we expect students to:

- Treat others with respect
- Follow the instructions given by adults (don't be afraid to ask if you don't understand)
- Take reasonable care to avoid injury to yourself and others
- No swearing or fighting
- Look after your own belongings
- Respect other people's belongings
- Respect the school, our buildings, and the woodland
- No fizzy or energy drinks permitted at school or during the school day
- **Mobile phones:** Running Deer School operates as a mobile phone-free environment by default, in line with KCSIE 2026. Personal mobile phones must not be used during the school day. If mobile phones are brought into school, they must be stored in student lockers and switched off for the entire school day. Unauthorised use of mobile phones will result in confiscation. Full details are available in our Mobile Phone Policy

Running Deer - Code of Conduct

All staff, including the Board of Directors, and those working for or on behalf of Running Deer are required to make a personal and professional commitment to each other and to clients, suppliers and other stakeholders or contacts during their everyday working practice as follows:

- Accept and treat others fairly
- We have the right to screen and search students
- We have the right to use reasonable force. Please refer to our De-escalation, Physical Intervention and Restraint policy for further information
- Respect cultural and personal differences
- Promote and encourage diversity and equal opportunity principles at all times
- Support and promote Running Deer as an ethical Equal Opportunity Employer
- Share information and support work colleagues and managers where possible
- Be co-operative, helpful and maintain a positive team spirit
- Provide monitoring information regarding ethnic or majority origins to ensure special needs are catered for
- Not to harass, victimise, bully or discriminate against others
- Not to tolerate harassment, victimisation, bullying or discrimination
- To report harassment, victimisation, bullying or discrimination if it happens
- To protect and care for our natural environment

Restorative Conversations/Meetings

Facilitator Guide and Conference Script – For Acknowledged Harm/Accepted Responsibility
A key part of the Positive Behaviour Curriculum is in supporting pupils to repair relationships following incidents. Adults should use the following script, amended for age appropriateness.

Introductions
"Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) xxx (wrongdoer name) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right."

Start with perpetrator(s) – I would like to start by asking .....
- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Turn to harmed person(s) – I would like to start by asking .....
- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Then ask remaining participants in turn the same questions (if necessary, theme in views of those not present)

Go back to the perpetrator(s) – you have just heard how xxxx and others have been affected by what you did
- Do you all see that harm/upset that has been caused?
- Is there anything you want to say at this stage?
- Do you think that something needs to be done to repair that harm/put it right?

Go back to the harmed person – What do you think needs to happen?

Go back to the perpetrator(s) – What do you think of what xxxx has suggested?

Return to person harmed and then other supporters
- What do you think/feel about what has been said?
- What would you like to see come out of today's meeting?

Return to perpetrator(s) – What do you think/feel about what has been said?

Make Agreement

Optional questions:

- Would you do anything differently now?
- What other choices could you have made?
- What have you learned from the meeting?

Final invitations to speak – before I close the meeting is there anyone else who wishes to say or ask something?

Closing the meeting – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.

Contact Running Deer School

Running Deer School, Butterdon Wood, Moretonhampstead, Devon TQ13 8PY
Tel: 01647 400201
Email: school@runningdeer.org.uk
Website: www.runningdeerschool.org.uk
Running Deer C.I.C, 3 Court Street, Moretonhampstead, Devon, TQ13 8NE
Tel: 01647 440005
Email: info@runningdeer.org.uk
Website: www.runningdeer.org.uk

References

Cooper, P. (2001) *Understanding and supporting pupils with emotional and behavioral difficulties.* UK: Routledge

Department for Education (2026) *Keeping Children Safe in Education.* London: DfE

Kohn, A. (1999) *Punished by Rewards: The trouble with gold stars, Incentive Plans, A's, Praise and Other Bribes.* USA: Houghton Mifflin Company

Rogers B. (2002) *Classroom Behaviour - A Practical guide to effective teaching, behaviour management and colleague support.*

Running Deer School Rules

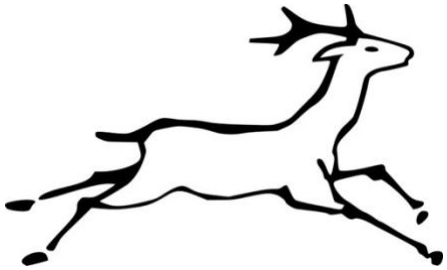


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- Follow the instructions given by adults (don't be afraid to ask if you don't understand).
- Take reasonable care to avoid injury to yourself and others .
- No swearing or fighting.
- Look after your own belongings.
- Respect other peoples belonging.
- Respect the school, our buildings, and the woodland.
- No fizzy or energy drinks permitted at school or during the school day.
- No personal mobile phones during the school day. If mobile phones are brought into school they should be stored in student lockers during the school day.

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All staff, including the Board of Directors, and those working for or on behalf of Running Deer are required to make a personal and professional commitment to each other and to clients, suppliers and other stakeholders or contacts during their everyday working practice as follows:

- Accept and treat others fairly.
- We have the right to screen and search students.
- We have the right to use reasonable force. Please refer to our De-escalation, Physical Intervention and Restraint policy for further information. Details of Devon's Guidelines http://www.devon.gov.uk/inclusionreasonableforce.pdf
- Respect cultural and personal differences.
- Promote and encourage diversity and equal opportunity principles at all times.
- Support and promote Running Deer as an ethical Equal Opportunity Employer.
- Share information and support work colleagues and managers where possible.
- Be co-operative, helpful and maintain a positive team spirit.
- Provide monitoring information regarding ethnic or majority origins to ensure special needs are catered for.
- Not to harass, victimise, bully or discriminate against others.
- Not to tolerate harassment, victimisation, bullying or discrimination.
- To report harassment, victimisation, bullying or discrimination if it happens.
- To protect and care for our natural environment.

Restorative Conversations/ Meetings

Facilitator guide and conference script – for acknowledged harm/accepted responsibility.

A key part of the Positive Behaviour Curriculum is in supporting pupils to repair relationships following incidents. Adults should use the following script, amended for age appropriateness.

Introductions

"Welcome, as you know my name is xx and I have been asked to facilitate this meeting. (Introduce participants if necessary). I have spoken to all of you about the incident (briefly outline what happened) xxx (wrongdoer name) has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. "

Start with perpetrator(s) – I would like to start by asking ……

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Turn to harmed person(s) – I would like to start by asking ……

- Can you tell us about what happened and how you became involved OR what happened?
- What happened next OR what else? (ask this until their story unfolds)
- What were you thinking at the time?
- What have your thoughts been since?
- How has this affected/upset you and others?
- What's been the hardest thing for you?

Then ask remaining participants in turn the same questions (if necessary, theme in views of those not present)

Go back to the perpetrator(s) – you have just heard how xxxx and others have been affected by what you did

- Do you all see that harm/upset that has been caused?
- Is there anything you want to say at this stage?
- Do you think that something needs to be done to repair that harm/put it right?

Go back to the harmed person – What do you think needs to happen?

Go back to the perpetrator(s) – What do you think of what xxxx has suggested?

Return to person harmed and then other supporters

- What do you think/feel about what has been said?
- What would you like to see come out of today's meeting?

Return to perpetrator(s) – What do you think/feel about what has been said?

Make agreement

Optional questions

- Would you do anything differently now?
- What other choices could you have made?
- What have you learned from the meeting?

Final invitations to speak – before I close the meeting is there anyone else who wishes to say or ask something?

Closing the meeting – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
Part 1: Quality of Education			
Standard 1 - Curriculum	The written policy on curriculum, teaching and assessment must be supported by appropriate plans and schemes of work	Policy includes specific curriculum delivery through PSHE lessons, Emotional Curriculum, and No Outsiders work to teach understanding emotions, managing behaviour, risks, consequences, and equality	"Using individualised PSHE lessons, the Emotional Curriculum, and through our No Outsiders work, to teach students about understanding emotions, managing behaviour, risks, consequences, equality, etc."
Standard 2 - SMSC Development	Actively promote fundamental British values including democracy, rule of law, individual liberty, mutual respect and tolerance	Policy promotes respect, inclusiveness, and the belief that there are 'No Outsiders' because everyone is different and equal	"Respect for self, Respect for others, Respect for the environment" and "Promote inclusiveness"
Standard 2 - SMSC Development	Precludes political indoctrination and ensures balanced treatment of political issues	Policy is based on UNICEF rights and promotes equality without political bias	Policy underpinned by UNICEF Convention on Rights of a Child articles
Part 2: Spiritual, Moral, Social and Cultural Development			
Standard 5	Actively promote principles that enable pupils to distinguish right from wrong and respect the civil	Policy explicitly lists unacceptable behaviours and explains consequences, teaching pupils to distinguish right from wrong	"At Running Deer School, we are explicit about what behaviours are unacceptable"

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
	and criminal law		
Standard 5	Encourage pupils to accept responsibility for their behaviour	Policy states students are encouraged to understand their behaviour, make choices, and take responsibility for their actions	"Students are encouraged and supported to make choices about their behaviour and take responsibility for their actions"
Standard 5	Show respect and tolerance for other people	Policy promotes respect for self and others, and creates a culture of respect, tolerance, acceptance and diversity	"We create a culture and ethos of respect, tolerance, acceptance and diversity"
Standard 5	Respect for protected characteristics	Policy explicitly prohibits discrimination based on protected characteristics and lists these characteristics	"Targeting individuals based on protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)"
Part 3: Welfare, Health and Safety			
Standard 9 - Behaviour Policy	Written behaviour policy must be implemented effectively	Policy sets out framework for promoting high expectations, nurturing relationships, and enabling learning	"This policy aims to set out a framework through which staff and students can promote and uphold high expectations of behaviour, nurture and repair relationships"

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
Standard 9 - Behaviour Policy	Must set out measures to prevent bullying	Policy explicitly prohibits bullying including cyberbullying and prejudice-based bullying, with mandatory response procedures	"Bullying (including cyberbullying, prejudice-based and discriminatory bullying)"
Standard 10 - Bullying	Must have and implement effectively an anti-bullying strategy	Policy references Anti-Bullying Policy and includes comprehensive measures against all forms of bullying	"This policy should be read in conjunction with our: Anti-Bullying Policy"
Standard 11 - Health & Safety	Must ensure compliance with Regulatory Reform (Fire Safety) Order 2005	Policy includes rules about taking reasonable care to avoid injury to self and others	"Take reasonable care to avoid injury to yourself and others"
Standard 12 - First Aid	Must have and implement appropriate first aid policy	Policy references Supporting pupils with medical conditions guidance	"Supporting pupils with medical conditions at school (DfE guidance)"
Part 4: Suitability of Staff			
Standard 18 - Safeguarding	Must have regard to KCSIE guidance	Policy explicitly states it is informed by and compliant with KCSIE 2026	"Keeping Children Safe in Education (KCSIE) 2026"

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
Standard 18 - Child-on-Child Abuse	Must address sexual violence and harassment between children	Policy comprehensively defines and addresses sexual violence, sexual harassment, and harmful sexual behaviour with clear response procedures	Detailed definitions of sexual violence, sexual harassment, and harmful sexual behaviour with response procedures including risk assessment and DSL involvement
Standard 18 - Online Safety	Must address risks of online sexual abuse	Policy addresses online harassment, sharing of nudes/semi-nudes including AI-generated content, and upskirting	"Online harassment such as sharing of nudes or semi-nudes (sexting), Creating, sharing or threatening to share intimate images (including AI-generated or manipulated images)"
Standard 18 - Mobile Phones	Must have policy on mobile phone use	Policy operates as mobile phone-free environment in line with KCSIE 2026, with clear storage and usage rules	"Running Deer School operates as a mobile phone-free environment by default, in line with KCSIE 2026. Personal mobile phones must not be used during the school day"
Standard 18 - Reporting Culture	Must create culture where pupils can report concerns	Policy creates culture of respect and reporting, encouraging pupils to call out and report anything uncomfortable	"We encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is"
Standard 18 - RSE	Must teach about consent and healthy relationships	Policy includes RSE curriculum covering consent, respectful behaviour, body confidence, healthy relationships, and recognising inappropriate behaviour	RSE curriculum covers "Consent – what it means, how to give it, how to recognise when it's not present, and understanding that consent can be withdrawn at any time"

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
Part 5: Premises and Accommodation			
Standard 25 - Premises	Must maintain premises to appropriate standard	Policy includes rules about respecting school buildings and woodland	"Respect the school, our buildings, and the woodland"
Part 6: Provision of Information			
Standard 32(1)(b)	Must make behaviour policy available to parents	Policy states parents have right to know how child is doing and responsibility to support behaviour policy	Policy document itself demonstrates availability to parents
Standard 32(3)(f)	Must provide details of complaints procedure	Policy references Board of Directors' responsibility and related policies	Policy structure demonstrates governance oversight
Part 8: Quality of Leadership and Management			
Standard 34	Leadership and management must demonstrate good skills and knowledge, and fulfil responsibilities effectively	Policy clearly defines Board of Directors' legal responsibility to ensure effective policy in place and monitor implementation	"The Board of Directors' legal responsibility is to make sure that the school has an effective Behaviour Policy in place and the Board monitors compliance with its implementation"

Independent School Standard	Requirement	How the Policy Meets This Standard	Evidence from Policy
Standard 34	Must actively promote wellbeing of pupils	Policy commits to trauma and mental health informed ethos that maximises protective factors and creates environment of safety	"We are committed to a Trauma and Mental Health Informed ethos that maximises the protective factors of school, by creating an environment of safety"
Standard 34	Must ensure compliance with Equality Act 2010	Policy explicitly states compliance with Equality Act 2010 and references Equal Opportunities and Equality and Diversity policies	"Equality Act 2010" and related policies referenced

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