



Ready to Learn Policy

An Inclusive, Neurodivergent and Trauma-Informed Behaviour Policy

This policy is effective for all schools within The Discovery Education Trust, and all other activities under the control of the Trust and reporting to the Trust Board.

Version	1
Consultation Groups	Education Team, Headteachers, SENDCOs, DSL, DDSL, EPIC (Educational Psychology)
Related Policies	Physical Intervention & Restrictive Practices Policy; Safeguarding (KCSIE); SEND; Health & Safety; Searching, Attendance Policy, Screening & Confiscation
Ratified by	The Executive Team
Date ratified	
Next review	This policy does not have a fixed review date. It is assessed annually to ensure it remains accurate and up to date. In addition, it is reviewed as needed in response to changes in law, guidance or organisational practice.

1. Purpose and Scope

This policy sets out Discovery's inclusive, trauma-informed approach to behaviour. It aims to create calm, safe and supportive environments so every pupil is ready to learn, belongs in their community, and achieves ambitious outcomes.

This Policy:

This policy applies to all schools within Discovery Trust and to all pupils, colleagues, volunteers and visitors. It supports our shared commitment to creating safe, inclusive and supportive environments where everyone can feel valued, connected and ready to learn. The principles within this policy apply in school, during school activities and educational visits, on journeys to and from school, and online or outside of school where actions affect the safety, wellbeing or belonging of the school community.

Colleagues should read this policy as part of their induction training to Discovery and within their schools as part of school-based induction processes. It will be implemented, shared, discussed within our training cycle, and re-shared annually.

2. Legal and Policy Framework

This policy is informed by and complies with the following statutory guidance and legislation:

- Keeping Children Safe in Education (KCSIE) – safeguarding and promoting pupil welfare
- Behaviour in Schools Guidance (DfE) – expectations for behaviour policies and practice
- Equality Act 2010 – ensuring no pupil is disadvantaged due to protected characteristics
- Children and Families Act 2014 – supporting pupils with SEND
- SEND Code of Practice (2015) – graduated response and reasonable adjustments
- Human Rights Act 1998 – ensuring dignity, fairness and respect in all actions
- Education and Inspections Act 2006 – duty to promote good behaviour
- Use of Reasonable Force Guidance (DfE) – lawful and proportionate intervention

This policy should be read in conjunction with:

- Suspension Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Physical Intervention & Restrictive Practices Policy
- Anti-Bullying Policy
- Attendance Policy

3. The ready to learn ethos

Our culture is underpinned by the Discovery Inclusion Charter and its eight principles. Each school commits to:

Belonging – all pupils are welcomed, included and feel part of their community.

Care – physical, mental health and wellbeing are actively supported.

Equitable Opportunities – barriers are removed to enable participation and success.

Quality First Teaching – universal, evidence-informed practice for all learners.

Ambition for All – high expectations with personalised support to achieve best outcomes.

Voice – pupils are heard and shape the support they receive.

Reflective – we routinely evaluate culture, policy and practice to improve.

Community and Values – we build strong values and partnerships so everyone thrives.

Being ‘Ready to Learn’ means every child feels safe, understood, supported and connected. We recognise that behaviour is communication and that children learn best when their emotional, social, sensory psychological, cognitive and physical needs are met. Our approach is child-centred, trauma-informed and strengths-based.

3a. What “Ready to Learn” Looks Like in Practice

Being Ready to Learn is created through consistent adult behaviours, relationships and environments across all Discovery Trust schools. We recognise that children and young people learn best when they feel safe, understood, valued and connected. In practice, this means:

- Adults create calm, predictable and emotionally safe environments that reduce anxiety and support engagement.
- Relationships are central to learning, wellbeing and development. Adults take time to know, understand and connect with each pupil.
- Adults remain curious about behaviour and seek to understand the needs, experiences or circumstances that may be influencing a pupil's communication, actions or responses.
- Communication is non-judgemental, respectful, strengths-based and focused on understanding need.
- Adults prioritise co-regulation before direction, supporting pupils to feel safe, regulated and ready to engage.

- Learning is understood developmentally. Adults recognise that pupils may require different levels of support, scaffolding and adjustment at different times.
- Teaching is adapted responsively to remove barriers and ensure learning remains accessible, meaningful and inclusive.
- The school environment, routines and relationships provide nurture, consistency and belonging, helping pupils feel secure and supported throughout the school day.
- Transitions are carefully planned and supported, recognising that change can impact readiness to learn.
- Pupils are supported to recover and re-engage following periods of distress, dysregulation or difficulty.
- All pupils experience belonging, safety, acceptance and understanding as the foundation for learning and success.



Language and Communication

- Adults use consistent, non-judgemental and strengths-based language
- Pupils are not labelled; behaviour is described in context
- Communication focuses on support, understanding and next steps
- Trust-wide language reduces anxiety and ensures consistency across all schools

3b. What “Ready to Learn” Means for Pupils

At Discovery Trust, we recognise that every pupil is different and that readiness to learn may look different from one child to another. Our aim is not for all pupils to respond, communicate or engage in the same way, but for every pupil to have the support, relationships and opportunities they need to participate in learning and school life.

- When pupils are ready to learn, they are more likely to:
- Feel safe, valued and part of their school community.
- Experience a sense of belonging and connection with others.
- Feel understood, respected and listened to.
- Access the support, adjustments and relationships they need to succeed.
- Develop increasing confidence, independence and self-understanding.
- Engage in learning in ways that are meaningful and accessible to them.
- Recover from setbacks, difficulties or periods of dysregulation with appropriate support.
- Participate positively in the life of the school and experience success.

We recognise that readiness to learn is not a fixed state. It can change throughout the day and is influenced by a range of factors including relationships, wellbeing, communication, sensory experiences, life events and individual needs. Our role as adults is to create the conditions that enable every pupil to feel safe, supported and able to learn.



3c. Neurodiversity-Affirming Practice

Discovery Trust values neurodiversity and recognises neurological differences as a natural part of human diversity. We understand that pupils may experience and interact with the world in different ways, including differences in communication, sensory processing, regulation, attention, learning and social interaction.

Our aim is not to change who a pupil is, but to understand their strengths, remove barriers and create environments where they can thrive. We seek to build self-understanding, self-advocacy and a positive sense of identity, recognising that there are many valid ways to learn, communicate and engage. At the same time, we support pupils to develop the skills, confidence and strategies needed to access learning, build positive relationships and participate as valued members of their school community.

Through inclusive practice, reasonable adjustments and responsive relationships, we ensure that all pupils experience belonging, dignity and equitable opportunities to succeed. Neurodiversity-affirming practice is embedded throughout our Ready to Learn approach and informs how we teach, support, communicate and build relationships with pupils

4. Principles and Beliefs

- Behaviour is communication. We seek to understand needs and teach skills.
- Relationships and regulation come first: adults coregulate and model calm, respectful interactions.
- We prioritise prevention, de-escalation and restoration.
- Consistency with reasonable adjustments: equity over equality for pupils with SEND.
- Trauma-informed practice includes predictable routines, safe spaces and colleagues who understand triggers, protective factors and supportive strategies.
- We understand that these foundations are essential for learning. Pupils are only able to engage, retain and succeed when they feel safe, regulated and understood. Readiness to learn is therefore not an expectation placed on pupils, but an outcome created through relational, responsive and inclusive practice.
- Positive behaviour for learning approaches supports belonging and intrinsic motivation to engage in learning.

We are ambitious for all pupils and will support them to achieve their full potential, recognising that success may look different for individual pupils within our diverse Trust.

5. Roles and Responsibilities

5.1 Headteachers

- Create conditions for positive behaviour culture
- Ensure induction, training and consistent application.
- Review and analyse behaviour and inclusion data to identify disproportionality especially for vulnerable groups and drive improvement and equity.
- Ensure behaviour is consistently recorded in agreed MIS to support CPD needs and post incident learning

5.2 All Colleagues

- Build strong, consistent relationships and create psychologically safe environments.
- Notice and respond early to signs of distress, dysregulation or unmet need.
- Remain professionally curious, seeking to understand the needs, experiences and circumstances that may be influencing a pupil's behaviour, communication or engagement.
- Use co-regulation, de-escalation and supportive scripts to reduce anxiety.
- Adapt expectations and approaches in response to need, rather than escalating demand.
- Communicate using calm, clear, respectful and non-judgemental language.
- Work in partnership with families, recognising them as experts in their child and approaching conversations with empathy, curiosity and respect.
- Discuss pupils and families in ways that are strengths-based, solution-focused and consistent with the Ready to Learn ethos.
- Schools will proactively support families to understand behaviour as communication and co-regulation strategies
- Take responsibility for regulating interactions and modelling readiness to learn.
- Record significant incidents factually and objectively to inform reflective practice, support planning and understanding of need.

5.3 Parents and Carers

- Work in partnership with the school to support their child's wellbeing and engagement
- Share relevant information to help the school understand their child's needs
- Engage in shared approaches that support regulation and communication

5.4 Pupils

- Learn and follow the Ready to Learn routines with appropriate support.
- Contribute their voice to decisions that affect them.
- Build positive relationships and contribute to a safe, inclusive and supportive school community.
- Develop increasing self-awareness, self-regulation and independence.
- Reflect on experiences, understand the impact of their actions and engage in repair and restoration when difficulties arise.

6. Pupil Voice and Co-Production

We believe that pupils are experts in their own experiences and should be actively involved in decisions that affect them.

Schools will seek and value pupil voice when developing, implementing and reviewing support approaches. Wherever appropriate, pupils will be supported to:

- Share their experiences, views and preferences.
- Identify strategies that help them feel safe, regulated and ready to learn.
- Contribute to Positive Behaviour Support Plans, risk assessments and support arrangements.
- Participate in restorative and repair processes.
- Reflect on successes, challenges and next steps.

The methods used to gather pupil voice will be adapted to meet individual communication needs and may include visual supports, assisted communication, observations, objects of reference, total communication approaches and advocacy.

Listening to pupils strengthens relationships, promotes belonging and improves outcomes.

7. Ready to Learn Through Relationships, Routines and Environment

Every school explicitly teaches and rehearses routines that maximise learning and reduce anxiety. The best practice examples below are not an exhaustive list and should be used where appropriate to age and stage. They include:

- Meet and greet at the door or equivalent (playground etc); calm starts and clear lesson agendas.
- Signal, pause, establish routines for gaining attention; turn-taking in discussion.
- Movement and transition routines, including planned regulation breaks for those who need them.
- Use of visuals, objects of reference and total communication approaches.
- Language of choice and descriptive praise; focus feedback on effort and strategies.

These approaches are designed to maximise learning time, reduce cognitive overload and ensure all pupils can access and engage in learning.

Schools will:

- Plan environments to reduce barriers and sources of stress through predictable routines, sensory-informed practice, supportive relationships and emotionally safe learning environments.
- Prioritise regulation and co-regulation, recognising that pupils may require support from trusted adults before they are able to reflect, problem-solve or re-engage with learning.
- Build strong, consistent relationships that promote trust, belonging, safety and emotional wellbeing.
- Recognise that learning and development are influenced by relationships, experiences, communication, sensory processing and individual circumstances.
- Use restorative conversations, reflection and repair processes to rebuild relationships, restore connection and support learning from experiences.
- Provide access to supportive, low-arousal spaces when required. These spaces are used to promote regulation, safety and wellbeing and are never used as punishment.
- Respond in ways that maintain dignity, safety, respect and connection, even during periods of significant distress or dysregulation.
- Support pupils to understand their emotions, recognise their strengths and develop increasingly effective strategies for self-regulation and participation in school life.

7a. Recognising and Reinforcing Success

We notice, name and celebrate prosocial behaviour frequently and specifically. Recognition is immediate, authentic and accessible to all learners. Whole-class, individual and community-based acknowledgements are balanced with developing intrinsic motivation and self-efficacy. Recognition supports the development of intrinsic motivation, belonging and self-efficacy, rather than reliance on external rewards

7b. Supporting Engagement and Maintaining Readiness to Learn

Pupils are most likely to thrive when routines, expectations and learning experiences are predictable, accessible, meaningful and responsive to need. Where pupils experience barriers to engagement, participation or readiness to learn, adults respond through curiosity, support and adaptation rather than escalation.

Adults will:

- Explicitly teach, model and revisit routines to support confidence, participation and success.
- Provide timely prompts, reminders, scaffolds and visual supports.
- Adapt teaching, communication and environmental factors where appropriate.
- Maintain calm, respectful and consistent interactions.
- Use co-regulation and relationship-based approaches.
- Recognise that changes in behaviour, communication, participation or engagement may indicate an unmet need, barrier to learning or request for support.
- Seek to understand whether behaviour may be influenced by stress, sensory needs, communication differences, emotional wellbeing or other barriers to learning.
- Work collaboratively with pupils and families to identify effective strategies and adjustments.
- Record and monitor patterns where concerns persist so that needs can be understood and support can be adjusted.

Where additional support is required, schools will follow the graduated response and consider whether further assessment, reasonable adjustments, targeted interventions or additional pastoral support may be needed.

7c. Trauma-Informed Responses to Distress, Dysregulation and Unmet Need

Discovery Trust recognises that behaviour is communication and that children and young people learn best when they feel safe, connected and understood. Responses to distress, dysregulation and unmet need are therefore grounded in relational, trauma-informed, attachment-aware and developmentally informed practice.

Adults seek first to understand what a pupil may be communicating through their behaviour and remain professionally curious about the needs, experiences, emotions or circumstances that may be influencing their presentation. Our approach prioritises connection before correction, recognising that safety, relationships and regulation provide the foundation for learning.

This approach reflects established trauma-informed and neurodevelopmental practice, including principles consistent with Regulate, Relate, Reason and Repair and the understanding that pupils are best able to learn, reflect and reason when they feel safe, regulated and connected.

10. Planning for and Responding to need and Behaviour (Anticipate-Mitigate-Stabilise- Repair- Restore)

Stage 1: Anticipate and Understand Need

Proactively identifying potential unmet needs, distress or barriers to participation is essential for fostering a supportive learning environment. For some pupils including those with SEND this involves understanding individual pupils' triggers, preferences, and patterns through ongoing observation and communication with both the pupils and their families. Gathering information about sensory sensitivities, emotional states, and previous experiences can help anticipate challenges before they arise. By recognising signals early, staff can prepare to respond in ways that are empathetic and tailored where required.

Stage 2: Mitigate Through Lesson Design

Mitigation begins with thoughtful planning. Lessons and social times should be structured to provide clear expectations, predictable routines and, where appropriate, opportunities for movement, choice and regulation throughout the day.

Universal Design for Learning (UDL) approaches, including the effective use of technology, can support engagement, participation and accessibility by responding to pupils' strengths, interests and individual needs.

Adults create conditions that promote safety, belonging and readiness to learn through consistent relationships, emotionally available interactions and environments that reduce unnecessary barriers to participation. The principles of containment, reciprocity and togetherness are embedded within daily practice. Pupils benefit from calm, attuned adults who help them make sense of experiences, provide emotional safety and communicate that they are understood, valued and supported.

Where needed, opportunities for co-regulation and the development of self-regulation are deliberately woven throughout learning and social experiences. Adults model emotional awareness, reflective thinking, communication and regulation strategies through everyday interactions, helping pupils to develop increasing confidence, self-understanding and independence over time.

Frequent modelling by adults, and through positive interactions between adults, makes thinking processes, feelings, problem-solving and regulation visible. These opportunities help pupils learn how relationships can support wellbeing, learning and successful participation within a community.

Through responsive planning, supportive relationships and inclusive environments, schools proactively reduce the likelihood of pupils becoming overwhelmed or dysregulated, enabling them to engage successfully in learning and school life.

Stage 3- Stabilise

- Emotionally regulate the adult first; calm stance, moderated voice, awareness of space.
- Use brief help-scripts: connect – acknowledge feeling – offer help – give simple direction.
- Dynamic risk assessment; remove audience; call for assistance early where needed.

Stage 4: Repair (post-incident)

Repair is an essential part of the process and is not optional. It focuses on understanding, accountability and rebuilding relationships, rather than blame or punishment. We recognise that approaches centred on blame, shame or punishment can retraumatise children and young people, damage relationships and further embed the difficulties or behaviours causing concern.

Repair provides opportunities for pupils and adults to reflect on what happened, understand the impact of actions, strengthen self-awareness and restore connection. Through supportive, restorative and relationship-based approaches,

pupils are helped to feel understood, maintain their dignity and develop the skills and strategies needed to move forward successfully.

The purpose of repair is not to assign fault, but to promote understanding, rebuild trust, restore belonging and support positive participation in learning and school life.

Stage 5 Restore (re-engagement)

- Reintegration planning following significant incidents or time away from class.
- Curriculum and timetable adjustments; targeted interventions (e.g., SALT, OT, counselling) as required.
- Family and multiagency (In-TACT) partnership working; review impact at agreed intervals.
- Successful restoration ensures pupils feel safe, respected and ready to re-engage in learning.

11. Safeguarding and Behaviour

Behaviour and safeguarding are intrinsically linked. We recognise that changes in behaviour, patterns of behaviour or repeated incidents may be indicators of unmet need, emotional distress, trauma, abuse, neglect, exploitation, bullying, mental ill-health or other safeguarding concerns.

All colleagues are expected to remain professionally curious and consider the context of behaviour, rather than focusing solely on the behaviour itself. Staff will seek to understand what a child may be communicating through their behaviour and whether additional support, intervention or safeguarding action may be required.

Where behaviour raises safeguarding concerns, colleagues must follow the Trust's Safeguarding and Child Protection procedures without delay. A trauma-informed and child-centred approach will be maintained throughout, ensuring that pupils feel safe, heard and supported.

Schools will work collaboratively with families, safeguarding partners and multi-agency professionals to address identified needs and reduce barriers to safety, wellbeing and learning.

Recognising and responding to safeguarding needs is an essential component of supporting pupils to be ready to learn.

12. Recording, Monitoring and Evaluation

Significant incidents, as defined below, are recorded on Trust MIS using factual, neutral language. Data is reviewed at least termly by Headteachers or school leaders assigned by Head teachers to identify patterns by time, place, curriculum area and pupil groups (including protected characteristics). Findings should inform training, deployment, environment, provision and curriculum changes.

Expectations include:

- Staff and pupil debrief following significant incidents to support learning and wellbeing.
- Regular reports to Advisory Boards
- Termly Trust-level overview with SIA to support Education Team evaluation of Trust-wide patterns
- Monitoring includes pupil voice, parent/carer feedback and staff reflection to understand lived experience.
- Success is measured by whether pupils feel safe, understood and able to engage in learning, not solely by reduction in incidents.
- Class teachers are expected to notice, monitor and respond to patterns of emerging barriers to learning, changes in engagement, participation, communication or wellbeing. This enables needs to be understood, support to be adapted and early intervention provided before difficulties increase or become more significant.

12a Recognising Emerging Barriers to Learning

Discovery Trust recognises that readiness to learn can fluctuate throughout the day and may be influenced by a range of factors including relationships, wellbeing, communication, sensory experiences, life events and individual needs. Changes in a pupil's behaviour, communication, participation, emotional presentation or engagement may indicate an emerging barrier to learning, a need for additional support or a need for co-regulation.

Adults are expected to notice and respond to these early indicators through supportive relationships, quality first teaching, reasonable adjustments, co-regulation and responsive practice. The purpose of identifying emerging barriers is not to label behaviour, but to understand what a pupil may be communicating and to provide support at the earliest opportunity.

Indicators that a pupil may require additional support could include:

- Changes in engagement, participation or concentration.
- Increased anxiety, withdrawal, avoidance or emotional distress.
- Difficulties accessing learning, routines or transitions.
- Repeated requests for reassurance or increased adult support.
- Changes in communication, interaction or relationships with others.
- Signs of sensory overload, frustration or overwhelm.
- Repeated behaviours that suggest a barrier to learning or unmet need.
- Increased reliance on co-regulation or support to remain engaged and participate successfully.

In these situations, adults should respond through curiosity, connection and support, seeking to understand the factors affecting the pupil's readiness to learn. Responses may include adaptations to teaching, communication, environment, routines, expectations or levels of support. Schools may also monitor patterns over time to identify whether additional assessment, intervention, reasonable adjustments or targeted support are required.

Emerging barriers to learning would not normally meet the threshold of a significant incident. However, identifying and responding to these early indicators is an important part of creating the conditions in which all pupils can feel safe, supported, included and ready to learn.

12b Definition of a Significant Incident

For the purposes of recording and monitoring, a significant incident is any behaviour that:

- Creates a risk of harm to self or others.
- Results in physical intervention.
- Involves bullying, discriminatory behaviour or prejudice-based incidents.
- Involves sexual harassment or sexual violence.
- Results in damage to property.
- Raises safeguarding concerns.
- Leads to suspension, exclusion or alternative provision consideration.
- Requires intervention beyond usual classroom support/strategies.

Significant incidents should be recorded using factual, objective and non-judgemental language. Recording should focus on observable behaviours, context, support provided, outcomes and learning that can inform future planning.

13. Meeting the Needs of Pupils with SEND

We anticipate and remove barriers to participation. Reasonable adjustments are made to routines and consequences. Plans (e.g., BSPs/EHCPs) specify triggers, proactive strategies and agreed responses. Where behaviour is a manifestation of need, educational responses are prioritised over sanction.

- Short, planned movement or regulation breaks; adapted seating and environment.
- Adjusted uniform/equipment where required; assistive technology and total communication.
- Ordinarily Available Inclusive Practice and Quality First Teaching strategies are the universal foundation.

Schools recognise that approaches which are effective for one pupil may not be appropriate for another. Consistency is achieved through shared principles and values, not through identical responses. Reasonable adjustments are an expected feature of inclusive practice and ensure that pupils receive equitable support according to their needs.

14. Deescalation and physical intervention

Discovery Trust is committed to prioritise prevention, de-escalation, co-regulation and environmental adaptation.

Schools will:

- Anticipate and remove barriers that may increase distress or dysregulation.
- Ensure staff are appropriately trained and supported.
- Review incidents to identify learning and opportunities for reduction.
- Promote skill development, independence and self-regulation.
- Consider the least restrictive option available at all times.

14a. Physical Intervention (also see Physical Intervention Policy)

When the risk of not intervening outweighs the risk of intervening, colleagues may use reasonable, necessary and proportionate physical intervention for the shortest time to prevent injury, serious disorder or significant damage to property. Physical intervention is never used as punishment and is always followed by recording, pupil and colleague support and colleague debrief.

Where foreseeable, agreed strategies are detailed in the pupil's Behaviour Support Plan (BSP).

All incidents should be recorded within 24 hours and communicated to parents/carers as appropriate.

Post-incident reviews should be documented and there should be an update of BSPs to inform practice improvements and development

Restrictive practices are never used as punishment, to secure compliance or for the convenience of adults. Where restrictive practices are used, they will be recorded, reviewed and monitored in accordance with the **Trust Physical Intervention and Restrictive Practices Policy**.

Our long-term aim is to continually reduce the use of restrictive practices through inclusive practice, effective planning and strong relationships that support safety, dignity and belonging.

16. Suspensions and Permanent Exclusion

Discovery schools are committed to creating environments where every pupil experiences belonging, safety, support and success. We recognise that behaviour is communication and that children and young people are more likely to thrive when their needs are understood and responded to effectively.

Suspensions and permanent exclusion are statutory sanctions available to Headteachers and may be used when necessary. Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the case and the welfare, safety and education of all members of the school community. Decisions will be made in accordance with current statutory guidance and Discovery Trusts Suspension Policy.

Inclusive Practice and Early Intervention

Consistent with the Discovery Inclusion Charter and our Ready to Learn ethos, schools will seek to understand and address the underlying factors influencing behaviour wherever possible. This includes consideration of:

- Special Educational Needs and Disabilities (SEND)
- Social, emotional and mental health needs
- Safeguarding concerns and vulnerabilities
- Trauma and adverse life experiences
- Communication and sensory differences
- Family, attendance or contextual factors

Before exclusion is considered, schools will demonstrate that support, reasonable adjustments, graduated responses and inclusive strategies have been carefully considered and implemented in line with identified need. This may include reviewing Positive Behaviour Support Plans, risk assessments, provision mapping, multi-agency involvement and family partnership working.

The existence of SEND, disability or identified need does not prevent the use of suspension or permanent exclusion where this is justified under statutory guidance.

Considering Suspension

A suspension may be used where a pupil's actions present significant concern and a temporary period away from school is necessary. During any suspension, schools will:

- Maintain supportive communication with the pupil and family.
- Ensure statutory duties relating to education provision are met.
- Use the period constructively to review support, identify any additional needs and strengthen planning.
- Continue to view the pupil as a valued member of the school community.
- Prepare for successful reintegration wherever appropriate.

Reintegration Following Suspension

Following a suspension, schools will support a structured reintegration process that promotes belonging, safety and future success.

Reintegration should:

- Focus on understanding, support and preventative planning.
- Review strategies, adjustments and support plans where appropriate.
- Involve the pupil, family and relevant professionals.
- Re-establish positive relationships and connections.
- Support the pupil to return to learning successfully.

Reintegration meetings should be supportive, solution-focused and restorative in nature.

Permanent Exclusion

A permanent exclusion will only be considered: In response to a serious breach, or persistent breaches, of the school's Ready to learn policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion is a significant decision that will only be taken after careful consideration of all relevant circumstances, including the school's duties under the Equality Act 2010, SEND legislation, safeguarding responsibilities and statutory exclusion guidance.

While Discovery is committed to inclusion, the safety, welfare and learning of all pupils and colleagues must also be protected. In some circumstances, exclusion may be necessary to safeguard the rights, wellbeing and education of the wider school community.

Monitoring and Equity

The Trust and individual schools will monitor suspension and exclusion data regularly to identify patterns, trends and any disproportionality among groups of pupils, including those with SEND, disadvantage, safeguarding vulnerabilities and protected characteristics.

Where disparities are identified, leaders will review systems, provision and practice to strengthen inclusion, remove barriers and improve outcomes. Our long-term ambition is to reduce the need for exclusion through effective

relationships, inclusive practice, early intervention and responsive support that enables all pupils to be ready to learn.

Governors and Advisory Boards will fulfil their statutory responsibilities regarding suspensions and permanent exclusions in accordance with current legislation and guidance. Governance arrangements will provide appropriate scrutiny, challenge and oversight to ensure exclusion decisions are lawful, reasonable, fair and proportionate.

17. Training and Competency

All colleagues should receive induction on the law, safeguarding and de-escalation at a school and Trust level. A graduated training offer then matches the setting's context and risk profile (e.g., mainstream vs. specialist). In some specialist settings, most colleagues are trained to an enhanced level, with selected colleagues qualified in advanced interventions and leading reflective practice. Schools map roles to required competencies and maintain an up-to-date training log. Leaders monitor implementation through learning walks, coaching and reflective supervision. Inconsistencies are addressed through support, modelling and coaching, not compliance-driven approaches.

18. Searching, Screening and Confiscation

Senior leaders may search for prohibited items in line with [DfE guidance](#). Searches are conducted safely, respectfully and recorded. The school will consider any additional safeguarding needs and vulnerabilities (including SEND) before and after any search. Strip searches are only conducted by police under PACE; the school retains a duty of care throughout.

19. Bullying, Discriminatory Language and Sexual Harassment

We operate a zero-tolerance, educative approach: all incidents are addressed, recorded and followed up, with support for affected pupils and work with those who caused harm. Our Anti-Bullying and Safeguarding policies set out detailed procedures.

20. Behaviour Beyond the School Day and Online Conduct

The principles of Ready to Learn extend beyond the school gates and into the wider school community.

Schools may respond to behaviour that occurs:

- While travelling to and from school.
- During educational visits, off-site activities and residential experiences.
- While representing the school.
- Online, including through social media or digital communication.
- Outside school where the behaviour has an impact on the safety, wellbeing or orderly running of the school community.

Any response will be reasonable, proportionate and consistent with the values of this policy. Schools will seek to understand the circumstances surrounding incidents and will work with pupils and families to resolve concerns in a restorative, educational and supportive manner wherever possible.

Our priority is maintaining the safety, dignity and wellbeing of all members of the school community.

21. Attendance and Readiness to Learn

Regular attendance supports learning, belonging and positive outcomes. Where attendance difficulties arise, schools will work collaboratively with pupils, families and professionals to understand barriers and build supportive pathways back into education. Further guidance on attendance expectations, support and intervention can be found within the Trust Attendance Policy.

22. Pupil Transition

Transitions to, from and within school are planned and supported (including key-stage handovers). Every consideration is made to support and prepare pupils. Information is shared to ensure pupils are known and needs are met where required.

Particular attention will be given to pupils returning to school following suspension, placement changes, alternative provision, extended illness, reduced timetables or periods of non-attendance. Reintegration planning will focus on restoring relationships, rebuilding belonging, reducing anxiety and ensuring appropriate support is in place to enable a successful return to learning.

23. Ready to Learn Handbooks

This policy establishes the Trust-wide principles that all schools must follow. Each school will publish and maintain a Ready to Learn Handbook that reflects its individual context whilst remaining fully aligned with this policy.

School Handbooks must include:

- School routines and expectations.
- Recognition and celebration approaches.
- Regulation and co-regulation strategies.
- Repair and restoration processes.
- Behaviour support pathways.
- Behaviour recording and monitoring arrangements.
- Family partnership and communication arrangements.
- Reasonable adjustments and inclusive practice expectations.
- Staff induction and training arrangements.

Handbooks must not contradict or dilute the principles contained within this policy and should demonstrate how the Discovery Inclusion Charter and Ready to Learn ethos are enacted within the individual school context.

24. Monitoring, Review and Equality

This policy is monitored through routine data reviews and stakeholder feedback. We analyse impact by protected characteristics and adapt practice to mitigate any disproportionate effects, meeting our duties under the Equality Act 2010

This policy is enacted through daily interactions, relationships and decisions. Consistency is achieved not through rigid systems, but through shared values, language and understanding across all schools. Every pupil, in every setting, should experience the same commitment to belonging, safety and readiness to learn.