Hales Valley Trust
RESPECT RESOURCEFUL RESILIENT

Hurst Hill Primary School
Learning Together

Hurst Hill Primary School

Behaviour Policy

Policy Tracker Responsibility for monitoring this policy: Executive Headteachers/ Headteachers			
Date	**Reviewed by**	**Role**	**Date approved by Curriculum and Standards Committee**
Sept 2025	KD JG	Executive Headteacher Head of School	
June 2026	KD JG	Executive Headteacher Head of School	

Contents

Introduction

At Priory Primary School, we are committed to fostering a positive, safe, and respectful learning environment where all pupils can thrive. Our behaviour policy outlines the expectations for behaviour, the support we provide to help pupils meet these expectations, and the steps we take when things go wrong. This policy is designed to ensure consistency in how we manage behaviour, support pupils' well-being, and promote positive relationships among all members of the school community. We believe that by working together - staff, pupils, and parents - we can create a school environment where every child feels safe, valued, and respected.

Legal Framework and Guidance

This policy has due regard to statutory legislation, including but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Keeping Children Safe in Education 2025
- DfE Behaviour in Schools 2024
- DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2026
- Department for Education's *Searching, Screening and Confiscation at School* guidance.
- Dudley: Inclusive Pathways Reducing the need to exclude through developing inclusive practices
- Dudley: Ordinarily Available Guidance

Linked Policies

Our **Behaviour Policy** connects with multiple other school-based policies to ensure consistency, legal compliance, and pupil support, such as:

- Safeguarding and Child Protection Policy
- SEND (Special Educational Needs and Disabilities) Policy
- Equality and Diversity Policy
- Accessibility Plan
- Teaching and Learning Policy
- Personal, Social, Health and Economic (PSHE) Education Policy
- Relationships and Sex Education (RSE) Policy
- Attendance Policy
- Health and Safety Policy
- Mental Health and Wellbeing Policy
- Staff Code of Conduct.
- Home-School Agreement
- Online Safety (E-Safety) Policy
- Acceptable Use Policy (AUP)
- Anti-Bullying and Prejudiced Related Incidents Policy
- Complaints Policy

Creating and Maintaining High Standards of Behaviour

The Executive Headteacher and Head of School take responsibility for implementing measures to secure acceptable standards of behaviour. They ensure the school's approach to behaviour meets the following national expectations:

a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

b) school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;

c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;

e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and

f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that our school is a safe environment for all pupils. As a result, all staff are aware of the measures outlined in our behaviour policy and how they should implement these. Where circumstances arise that endanger the safety of a pupil or staff member, the school acts swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Our School Culture and Values

Our school values are: Honest, Attitude (positive), Resilience, Respect, Caring

Our school's culture and values are manifested through the behaviour of all the school community. High standards and clear rules reflect the values of our school and outline the expectations and consequences of behaviour for everyone.

In our school, we:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

At our schools, we believe that the foundation of a strong behaviour culture begins with the adults. As Paul Dix powerfully states, “When the adults change, everything changes.” This principle underpins our approach to behaviour: it is the consistency, calmness, and compassion of adults that shape the climate of our classrooms and corridors. We understand that children can learn how to behave by watching how we behave. As a result, we model the respect, patience, and emotional regulation we expect from our pupils. We do not rely on raised voices or public reprimands, but instead use relational practice, clear routines, and restorative conversations to guide behaviour. We know that consistency is not about being rigid- it is about being relentlessly predictable in our expectations and responses. Every adult in our school community is empowered to build positive relationships, respond with empathy, and hold firm boundaries. By changing our own habits, language, and mindset, we create the conditions for every child to feel safe, respected, and ready to learn.

Communicating the Behaviour Policy

Communicating the school policy to all members of the community is an important way to build and maintain the school’s culture. It helps our school make the behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. As a result, we communicate this policy and the Antibullying and Prejudice Related Incidents Policy to parents at least annually, and refer to both documents when managing and dealing with behaviour incidents.

Our School Behaviour Curriculum

At our school, we believe that positive behaviour is essential for a happy and successful learning environment. It reflects our school values, shows that we are ready to learn, and helps us treat others with kindness and respect. We create a setting where good behaviour is expected, encouraged, and celebrated - and where poor behaviour is less likely to happen.
We know that pupils need to be taught how to behave. That is why we have a clear behaviour curriculum, which helps everyone understand the behaviours we expect to see every day. It focuses on what good behaviour looks like, such as lining up quietly, listening when someone is speaking, and moving around the school safely and sensibly. Rather than just saying what pupils must not do, we focus on the positive habits and routines that help everyone feel safe and ready to learn.

We teach these behaviours through consistent routines and regular practice. For example, we show pupils how to enter the classroom calmly, how to work with others, and how to tidy up after lunch. These routines are simple, clear, and used across the school so that pupils always know what is expected.

When pupils meet expectations, we use positive reinforcement such as praise, rewards, and recognition to encourage them. When rules are not followed, we apply fair and appropriate consequences to help pupils learn and make better choices next time. Both are important in helping our pupils understand right from wrong and grow into responsible, respectful individuals.

We understand that some pupils may need extra help to meet behaviour expectations. We make reasonable adjustments when needed, for example, giving a pupil who has experienced a difficult event some space and support. We also consider the needs of pupils with Special Educational Needs and/or Disabilities (SEND), and plan support carefully to help them succeed.

At our school, we use consistent, clear, and calm language when talking about behaviour. This helps pupils understand what is expected and feel confident in making good choices.

Our Whole-School Approach to Behaviour

Our school has three simple principles: 'Be Ready, Be Respectful and Be Safe'. These are explicitly taught, modelled, recognised and celebrated by all members of our school staff.

Instructions

Kind hands

Kind feet

Kind words

At Priory we believe that good behaviour is something we learn together. We take a whole-school approach, which means that everyone - pupils, staff and families - works as a team to create a kind, respectful and safe environment where everyone can thrive.

We know that pupils need to be taught how to behave, just like they learn to read or write. We do this by building caring, positive relationships between adults and pupils, setting clear and consistent expectations, and helping pupils understand why behaviour matters. We use positive language and praise to encourage the behaviours we want to see and help pupils feel confident and motivated to do their best.

We teach routines and expectations explicitly and practise them regularly so that pupils know exactly what is expected in different parts of the school day, such as coming into class, moving around the school, or listening during a lesson. This helps pupils feel safe and secure because they understand what will happen next and what is expected of them.

Pupils are also taught about the power of their choices and the consequences that follow. We help them understand that good choices bring positive outcomes, while poor choices may lead to consequences that help them learn and grow. When mistakes happen, we respond fairly and calmly, using them as learning opportunities to help pupils improve their behaviour over time.

By teaching behaviour in this way and using a consistent and fair approach across the whole school, we create a happy, respectful environment where everyone can feel confident, included and ready to learn.

Supporting Parents to Promote Positive Behaviour at Home

We actively support parents and carers to reinforce positive behaviour at home. By working in partnership, we can provide consistency and clarity for every child. We offer workshops, information sessions, and signposting to local services to help families understand our behaviour expectations and the strategies we use in school. Home-school communication is key, and we keep families informed about successes, concerns, and next steps. Where needed, we offer pastoral support and practical tools, such as visual timetables, behaviour charts, or emotion coaching strategies to help manage behaviour at home. We value parents as partners and strive to build open, trusting relationships with every family.

Teaching and Supporting Pupils

Emotional Development and Behaviour in the Early Years

In the Early Years Foundation Stage (EYFS), we recognise that young children are at the very beginning of their journey in learning how to understand and manage their emotions and behaviour. This is a developmental process that requires time, patience, and consistent support from adults. In line with *Development Matters*, we understand that self-regulation and managing feelings are key components of personal, social and emotional development (PSED), and we prioritise these areas as foundational to children's success in school and life.

Young children often experience strong emotions but may lack the language or strategies to express them appropriately. We acknowledge that difficulties with self-regulation are developmentally typical and that behaviour is a form of communication. Our role is to teach children explicitly how to recognise, name, and manage their feelings in a safe and supportive environment. This allows children to demonstrate increasing independence, resilience, and respect for others.

We use a range of evidence-based approaches to support this development. Emotion coaching is embedded in our practice, helping children to understand their feelings, set appropriate boundaries, and develop problem-solving skills. Staff follow a consistent three-step process: recognising and validating the child's emotion, setting limits on behaviour, and guiding the child towards a more appropriate response. This approach preserves the child's dignity and builds trusting relationships.

Language development is central to emotional literacy. We create language-rich environments where children are taught the vocabulary of emotions through stories, songs, role play, and daily interactions. We model and scaffold emotional language, helping children to move from physical expressions of emotion to verbal ones. Visual supports, such as emotion cards, the Zones of Regulation, and the Incredible 5-Point Scale, are used to help children identify and communicate how they feel.

Our Early Years provision is also informed by the HighScope approach/emotion coaching, which emphasises active learning, consistent routines, and adult-child interactions that promote autonomy and emotional growth. Children are supported to make choices, plan their play, and reflect on their experiences, all of which contribute to developing self-regulation and a sense of agency.

We provide calm, predictable environments with clear routines and expectations. Strategies such as visual timetables, now-and-next boards, and calm corners help children feel secure and reduce anxiety. Staff are trained to co-regulate with children, offering comfort and guidance when emotions become overwhelming, and gradually supporting them to develop independent regulation skills.

By embedding these practices into our daily routines and curriculum, we ensure that all children, including those with additional needs, are supported to develop the emotional resilience, social understanding, and behavioural skills they need to thrive.

Biting (Early Years Behaviour – Developmental Response)
Biting is recognised as a common developmental behaviour in young children and is understood as a

form of communication rather than deliberate misbehaviour. It may occur due to frustration, sensory needs, emotional overwhelm, teething, or unmet communication needs. Our response to biting is always supportive, preventative, and rooted in an understanding of child development.

Preventative approaches
Staff use proactive strategies to reduce the likelihood of biting, including:

- close supervision during high-risk times
- small group interactions
- calm, predictable routines
- emotional literacy support through stories, modelling and play
- access to sensory and calming resources
- targeted adult support where patterns emerge

Where biting is linked to SEND or sensory needs, reasonable adjustments are made in line with the Equality Act 2010 and the SEND Code of Practice.

Responding to biting incidents
When a biting incident occurs, staff respond calmly and consistently to support all children involved.

If a child is bitten, staff will:

- comfort and reassure the child
- administer appropriate first aid
- record the incident and inform parents promptly

If a child bites, staff will:

- respond calmly using clear, age-appropriate language
- support the child to understand that biting hurts others
- help the child develop alternative ways to communicate needs
- observe for triggers and patterns

The identity of the child who has bitten will **never** be shared with other families.

Recording, safeguarding and parental communication
All biting incidents are recorded on CPOMS and reviewed by the Designated Safeguarding Lead (DSL) where patterns or concerns emerge. Parents of both children are informed in a factual, supportive, and confidential manner.

Where biting is frequent or persistent, staff will work in partnership with parents to agree supportive strategies or a behaviour support plan, and may involve the SENDCo or external professionals as appropriate.

Our approach to biting is inclusive, non-punitive, and focused on helping children develop safe, effective ways to express themselves. Detailed medical, infection control and staff injury procedures are outlined in the Health and Safety and First Aid policies.

For more guidance around Biting, please refer to the appendix in this policy.

Teaching and Learning

The development of social, emotional and behavioural skills are an essential part of our curriculum. When trying to improve behaviour we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and

practised. There are regular explicit opportunities for learning about how to act in keeping with the school's behaviour principles.

For example, the development of pupils' social, emotional and behaviour skills will be achieved through:

- A structured programme across all years in PSHE;
- Citizenship curriculum;
- Teaching and actively promoting Fundamental British Values;
- Physical education;
- Relationships Education, RSE, Health Education;
- The Arts;
- Skills Builder Framework;
- School's Character Development Plan;
- Within the pastoral support programme;
- Within the online safety and computing curriculum;
- Throughout school assemblies;
- Pupil voice and pupil leadership roles;
- Circle time and class discussions;
- Teaching of protective characteristics.

Visual Timetables

All classrooms at our school have a prominent, interactive class visual timetable that is referred to throughout the school day. It is an important teaching tool, helping to:

- Develop memory and recall skills. Seeing the structure of the day can help with memory skills for pupils who think better in pictures than in verbal language;
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be;
- Reduce challenging behaviours. Pupils learn to navigate their day by showing lessons, calm or choice times, sensory breaks, and home time. This helps to reduce stress and anxiety.

Some pupils may also need individual timetables to refer to and/or Now and Next boards.

Classroom Calm Corners

Considering the significant relationship between feelings and learning, support for emotion regulation occupies a valuable place in the classroom. Every classroom at our school has a Calm Corner, where pupils can take a moment to decompress, pause, or think about making different choices. This gives the pupil a chance to reset and return to learning without much adult intervention or disturbance to teaching and learning.

It is important for pupils to recognise their feelings and learn to self-regulate their own emotions and behaviours. They need to recognise when they are upset or bored or perhaps just avoiding work and understand how their behaviour affects others. It is powerful when pupils discover how to manage their own behaviour and emotions rather than having an adult direct it for them. We teach pupils good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress; tools which will support them in later life.

Our school uses strategies such as the 'Zones of Regulation' to help develop pupils' skills in self-regulation and provide a framework for consistent strategies and use of language across the school. Pupils learn to recognise when they are in different zones and how to change or stay in the zone they are in.

In addition, pupils:

- gain an increased vocabulary of emotional terms so that they can explain how they are feeling;
- gain insight into events that might make them move into the different zones e.g. disagreement with a friend, a certain subject being taught or a fire drill;
- understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which zone they are in;
- develop coping strategies and problem-solving skills linked to their emotions;
- identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports, calming techniques or thinking strategies.

Trauma-Informed and Attachment-Aware Practice

We take a trauma-informed and attachment-aware approach to behaviour, recognising that past experiences may influence how some children respond to stress, relationships, or authority. All staff receive training in understanding the impact of Adverse Childhood Experiences (ACEs) and the principles of trauma-informed care. We work to build trusting relationships and provide a sense of safety, belonging, and connection for all pupils. For children with attachment needs, we use strategies such as key adult mentoring, consistent routines, low-arousal responses, and time-in rather than time-out approaches. This practice is woven into our behaviour policy so that every adult understands how to adapt responses while maintaining high expectations.

The Role of School Leaders

At our school, we believe that strong and visible leadership plays a key role in creating a positive behaviour culture where everyone feels safe, valued, and supported. Our school leaders regularly engage with pupils, staff and families to set clear expectations and support everyone in working together to maintain a calm, respectful and nurturing environment.

Our school leaders make sure that all staff, especially those new to the school, are clearly introduced to our behaviour policy and routines. This helps everyone understand our shared expectations and how best to support every pupil in making good choices and contributing positively to our school community.

We understand that supporting positive behaviour takes skill and confidence, so we provide regular training for staff to help them fulfil their role in promoting excellent behaviour. This training is matched to staff needs and can include national programmes like the Early Career Framework and the National Professional Qualification in Leading Behaviour and Culture (NPQLBC), which supports teachers and leaders in developing strong, supportive behaviour practices.

As part of our commitment to inclusion, we also ensure staff are trained to understand how different needs, such as special educational needs, disabilities, or mental health challenges, can affect a pupil's behaviour. Our leaders work closely with experts, including Educational Psychologists and Mental Health Support Teams, to make sure our behaviour policy supports all pupils effectively and links closely with our wider approach to wellbeing.

By leading with consistency, care and clarity, we aim to create a school where both pupils and adults can thrive.

Roles and Responsibilities: Hales Valley Trust Board of Trustees will:

- review and approve the written statement of behaviour principles;
- review this Behaviour Policy in conjunction with the Executive Headteacher and Head of School;

- monitor the policy's effectiveness;
- hold the Headteacher to account for its implementation.

Roles and Responsibilities: In our school, the Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that staff are supported and up to date with policy changes;
- ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies;
- ensure all school personnel make reasonable adjustments for pupils with SEND;
- work hard with everyone in the school community to create an ethos that shows our school values and rules;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- review and monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- monitor how staff implement this policy to ensure over and above recognition and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular characteristics;
- act as a source of support and guidance for staff on behaviour management strategies and discipline, providing training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- undertake classroom monitoring and CPOM checks;
- work with external agencies.

The Role of Teachers and Staff

We expect all staff to:

- identify the behaviour we expect;
- teach behaviour explicitly;
- model the behaviour we are expecting;
- practise excellent behaviour;
- notice excellent behaviour;
- create conditions for excellent behaviour;
- be consistent;
- be kind.

At our school, we know that all staff play a vital role in creating a calm, safe and supportive environment where every pupil can learn and flourish. We work together to set clear boundaries and help pupils understand what good behaviour looks like.

We believe that behaviour must be taught and modelled just like any other skill. That is why we make sure all staff show and teach the behaviours we expect, such as kindness, respect, and

responsibility. Through everyday interactions, we model positive relationships so that pupils feel safe, supported and confident to ask for help when they need it.

We expect staff to clearly communicate our school's expectations, routines, and values- not just through lessons, but through every conversation and interaction with pupils. By doing this consistently, we help pupils build good habits and understand the standards we all share as a school community.

All staff are supported with clear guidance about our behaviour policy and what is expected of their own conduct. We know that the way adults behave sets the tone for the school, and we take our role seriously in showing pupils how to behave in a positive and respectful way.

Together, we help create a school where every pupil feels safe, respected, and ready to learn.

Roles and Responsibilities: In our school, staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- comply with the policy;
- uphold and be advocates of the school values and school rules;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need. Recognise that there may be contributory factors which affect pupil's behaviour and respond accordingly to individual need;
- be positive ambassadors of the school at all times, through their professional behaviour and conduct;
- contribute to the development of systems which support and reinforce positive behaviour;
- apply this policy fairly, consistently, proportionately, and without discrimination, considering SEND - as well as the additional challenges that some vulnerable pupils may face. Make reasonable adjustments for disabled pupils as required;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support such as more frequent engagement with parents and external support agencies, consideration of IBP (with set targets), EHCP, Early Help;
- promote self-discipline amongst pupils including modelling self-regulation and de-escalation strategies;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet school expectations and maintain the boundaries of acceptable conduct;
- ensuring the majority of pupils' education is not jeopardized by the disruptive behaviour of a minority of pupils;
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- report any concerns they have on any aspect of the school community;

- record incidents of poor behaviour and provide praise, over and above recognition and reinforce positive behaviour;
- support other members of staff with behavioural issues involving individual pupils or groups of pupils;
- contact parents if there is a problem with attendance or punctuality and about any concerns or problems that affect their child's work or behaviour;
- aid pupil transition between year groups and if new to the school;
- monitor the attitude, effort and quality of the pupil's work;
- ensure the school is calm and orderly are quiet.

The Role of Our Pupils

At our school, we believe that every pupil has the right to learn in an environment that is calm, safe, caring and respectful. To make this possible, we help all our pupils understand our behaviour expectations and routines, and we support them in learning how to meet them. We teach our pupils that they have a responsibility to follow the school rules, show respect for others, and play a part in building a positive school community. We make sure every pupil knows what good behaviour looks like, what support is available to help them, and what may happen if they don't follow the rules. These expectations are introduced clearly when pupils join the school and are revisited regularly throughout the year so that everyone stays on track.

When new pupils join us, whether at the start of the year or partway through, we take time to make sure they feel welcomed, included, and confident in understanding how our school works. If extra support is needed to help them settle in and learn our behaviour routines, we provide it.

We also believe it is important to listen to our pupils. We ask them about their experiences and how they feel about behaviour in school, so we can keep improving and making our school the best it can be for everyone.

Together, we support every pupil in learning how to behave well, make good choices, and help create a school where everyone can feel happy, safe and ready to learn.

Behaviour and Transitions

We understand that key transitions, such as starting school, moving year group, returning from suspension, or joining mid-year, can present challenges to behaviour. We proactively plan for these moments by providing structured re-induction to school rules, routines, and relationships. For example, all pupils joining mid-year are supported with tailored welcome packs, buddy systems, and additional pastoral check-ins. Following a suspension or time away from the classroom, we hold reintegration meetings to rebuild relationships and agree on clear behaviour goals. Staff ensure that expectations are revisited frequently at the start of each term and during change points, helping pupils feel safe, clear, and confident in their environment.

In our school, pupils will:

- be aware of and comply with this policy behaviour policy;
- uphold our behaviour principles;
- act as positive ambassadors and representatives of our school through their exemplary behaviour;
- be polite and respectful of others in the surrounding community;
- show consideration to others in school and online;

- work to the best of their ability and effort at all times, whilst allowing other pupils to do the same;
- co-operate with other pupils and members of staff in order to create a positive learning environment;
- make suggestions about school behaviour via the School Council when applicable;
- follow all health and safety regulations in all areas of the school;
- ask for further help if they do not understand.

Pupil Voice

We believe that pupils are more likely to follow expectations they have helped to shape. Pupil voice is central to how we reflect on and improve our behaviour culture. Through our School Council, regular surveys, and restorative check-ins, pupils are encouraged to share their experiences, insights, and ideas. We listen to their feedback and involve them in developing behaviour charters, peer support systems, and anti-bullying campaigns. This helps to create a sense of ownership and shared responsibility across the school. Pupils learn that their views matter and that they have the power to contribute to a safe, respectful school environment.

The Role of Parents and Carers

At our school, we recognise that parents and carers play a vital role in supporting positive behaviour. When we work together, we create a strong partnership that helps every pupil succeed. We encourage all parents and carers to get to know our school behaviour policy and support us in promoting it at home.

We believe that building positive, respectful relationships with families helps reinforce our whole-school approach. We keep parents informed about their pupil's behaviour - celebrating successes, sharing progress, and involving them when support is needed. We also offer opportunities for parents to learn more about how we teach and manage behaviour in school, such as information sessions or workshops.

If a parent or carer has a concern about how behaviour is being managed, we ask that they raise it **directly** with us. We are committed to listening and working in partnership to find solutions that are in the best interest of each pupil.

When a pupil needs extra support with behaviour, we may involve parents in pastoral conversations or invite them to take part in reviews of behaviour plans or interventions. Together, we can help every pupil develop the positive habits and attitudes they need to thrive at school and beyond.

In our school community, we ask that parents and carers:

- support the school in the application and enforcement of this policy, school rules, values and sanctions;
- voice concerns directly with the school, and not via media platforms;
- inform the school of any challenging behaviour exhibited at home, SEND or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends school on time, appropriately dressed, fed, rested and equipped;
- work with school in support of their child's learning;
- attend meetings to discuss their child's behaviour, including parent evenings and discussions about their child's progress, if reasonably possible;
- inform the school in writing of any medication their child needs to take;

- in the case of suspension, provide appropriate supervision for their child during the first five days of suspension, ensuring their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child;
- have good relations with the school;
- ensure their children understand and value the meaning of good behaviour;
- take part in periodic surveys conducted by the school;
- monitor their child's behaviour online and reinforce the SMART rules.

Behaviour and Attendance

There is a strong link between behaviour and attendance. Persistent absence, lateness, or school avoidance can often indicate unmet emotional needs, low motivation, or feelings of disconnect. Our pastoral and attendance teams work closely together to identify patterns, investigate underlying causes, and engage pupils and families in early support. Behaviour concerns may also arise from poor attendance, as pupils miss key messages about routines and relationships. We respond by using a graduated approach combining compassionate conversations, restorative interventions, and structured re-engagement plans. We also work with external agencies where necessary to remove barriers to attendance and behaviour.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

At our school, we are dedicated to ensuring that every pupil, including those with SEND, can thrive in an environment where high standards of behaviour are consistently promoted. We understand that pupils with SEND may have additional needs, and we are committed to providing the necessary support to help them succeed both in the classroom and beyond. We recognise that some behaviours may be linked to specific SEND. For instance, a pupil who is neurodivergent may find it difficult to understand social cues, or a pupil with attention difficulties might struggle to stay focused for extended periods. However, it is important to remember that not all behavioural challenges are linked to SEND, and each situation will be considered individually. Our goal is to ensure that every pupil understands what is expected of them, while providing the support they need to meet these expectations.

To support pupils with SEND, we follow a graduated approach to behaviour support, which involves assessing their needs, planning appropriate interventions, delivering tailored support, and reviewing the effectiveness of these strategies regularly. This ensures that the support provided is responsive to the pupil's needs and effective in helping them achieve positive behaviour outcomes.

SEMH Pathway: A Graduated Approach to Emotional Wellbeing

At Hales Valley, we recognise that some pupils face significant barriers to learning due to unmet social, emotional or mental health needs. These needs may manifest through changes in behaviour, emotional withdrawal, or difficulties with relationships and regulation. In response, we have developed a structured SEMH Pathway to provide a clear, graduated framework of support for both pupils and staff. The purpose of this pathway is to ensure early identification, timely intervention, and consistent practice across school to help all pupils thrive-socially, emotionally and academically. It provides clarity on how we respond when behaviours indicate underlying needs, and it ensures that support is inclusive, targeted, and aligned with both in-school provision and external agency input where required.

Grounded in national guidance including the SEND Code of Practice and *Mental Health and Behaviour in Schools* (DfE, 2018), the pathway starts with high-quality universal provision embedded in every classroom. When additional needs arise, it outlines stages of targeted and specialist support, ensuring no child is overlooked and all staff are equipped to respond effectively. The SEMH Pathway underpins our whole-school behaviour approach and reinforces our commitment to nurturing the wellbeing and potential of every learner.

Key Support Strategies for Pupils with SEND

We recognise that each pupil's needs are unique, and we are committed to providing a range of tailored support strategies to help them succeed. The following approaches are used to support pupils with Special Educational Needs and Disabilities (SEND) in meeting behaviour expectations and thriving within our school community.

Personalised Support and Planning

- *Individual Behaviour Plans (IBPs):* Where appropriate, pupils with SEND will have a personalised behaviour support plan. These plans outline the pupil's strengths, challenges, and specific strategies that help them manage behaviour and access learning.
- *Regular Reviews:* Behaviour plans are reviewed regularly with parents, the SENCo, and other relevant staff to assess progress and agree on next steps.
- *Parent Partnership:* The Assistant Head and SENCo meet with parents to agree targets and provision. Parents are informed if their child is placed on the SEND overview.

Quality First Teaching and Reasonable Adjustments

- *Adapted Teaching Approaches:* Staff adapt teaching methods to meet individual needs. This may include simplifying instructions, using visual supports, chunking tasks, or offering additional time.
- *Reasonable Adjustments:* Adjustments are made to ensure inclusive participation. Examples include modified seating, alternative assessment methods, or changes to daily routines.
- *Staff Awareness:* All staff are kept informed of pupils' needs and plans, ensuring a consistent approach to praise and behaviour management.

Proactive and Preventative Strategies

- *Proactive Behaviour Management:* Staff identify and manage potential behaviour triggers early. For example, pupils with sensory needs may have access to a calm space when feeling overwhelmed.
- *Positive Peer Support:* Interventions such as 'Circle of Friends' or 'Circle Time' may be used to foster peer support, boost self-esteem and promotes a sense of belonging.

Specialist and Pastoral Support

- *Pastoral/Behaviour Mentors:* Regular support from pastoral mentors can help pupils develop social and emotional skills and reinforce positive behaviours.
- *Specialist Involvement*: Where needed, we engage with external professionals such as:
  - Educational Psychologists
  - Speech and Language Therapists
  - Occupational Therapists
  - The Sycamore Centre Outreach Support
  - Social Care
  - GPs or CAMHS

Targeted Interventions and Alternative Provision

- *Use of Local Guidance*: We follow the Dudley Inclusive Pathways guidance to ensure our practices align with local SEND support pathways.
- *Triggers for Intervention:* Multiple behaviour incidents or diaries may prompt a more structured intervention.
- *Alternative Provision*: In some cases, alternative arrangements such as a Reduction in Pupil Entitlement (RIPE) may be agreed with parents. This could involve part-time school attendance as part of a tailored plan.

Legal and Ethical Responsibilities

Our school is committed to fulfilling our legal responsibilities under the Equality Act 2010 and the Children and Families Act 2014. This includes:

- Taking reasonable steps to avoid any substantial disadvantage to disabled pupils caused by our policies, practices, or physical environment.
- Making our "best endeavours" to meet the needs of pupils with SEND, as outlined in the Children and Families Act.
- Implementing the provisions of a pupil's Education, Health and Care (EHC) Plan, ensuring that all support outlined in the plan is provided and reviewing the plan regularly in partnership with parents, carers, and other professionals.

Involvement of Parents and Carers

We recognise that parents and carers are key partners in supporting behaviour for pupils with SEND. We actively involve them in the development of behaviour plans, seek their input on what strategies work best at home, and keep them informed about their pupil's progress.

For pupils with SEND, we offer additional opportunities for regular check-ins, review meetings, and discussions about their progress. If any concerns arise, we work together with families to make adjustments or improvements to behaviour support plans, ensuring we are meeting the individual needs of the pupil.

Examples may include:

- **Movement Breaks**: For pupils who struggle with sitting still due to conditions like ADHD or other attention-related difficulties, we plan short, regular movement breaks to help them refocus.
- **Flexible Seating Arrangements**: We ensure that pupils with visual or hearing impairments can sit in a place that allows them to see the teacher clearly or hear instructions effectively.
- **Sensory Support:** We provide adjustments to uniform or classroom settings for pupils who have sensory processing needs, ensuring they feel comfortable and able to engage in school activities.
- **Staff Training:** We regularly offer training for staff on SEND-related conditions, ensuring that all staff have a solid understanding of how to support pupils with conditions like autism, dyslexia, or speech and language difficulties.

Reviewing and Evaluating Support

As part of our commitment to continuous improvement, we regularly review the effectiveness of our support strategies. We involve parents, carers, and other professionals in these reviews to ensure that each pupil's needs are being met and that the strategies in place are helping to improve behaviour and learning outcomes.

Responding to Behaviour

At our school, we understand that building and maintaining a positive behaviour culture takes ongoing commitment. We work together to consistently recognise and reinforce behaviour that reflects our school values and supports pupils to engage fully in their learning.
There may be times when a pupil's behaviour does not meet our expectations. When this happens, we help pupils understand that their actions have consequences. We respond in a calm, fair and consistent way, using reasonable and proportionate sanctions where necessary. These responses are always aimed at helping pupils reflect, learn from their actions, and make positive choices in the future.

In our school, we use emotion coaching as a strategy to help pupils manage their feelings and behaviour effectively. It is based in deep research and is effective in our school. Emotion coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. Staff use a practical three-step approach to dealing with behaviour in the moment:

- **Step 1** - Recognising, empathising, validating the feelings and labelling them
- **Step 2 -** Setting limits on behaviour
- **Step 3** - Problem-solving with the child or young person

Staff will empathise with pupils' feelings before engaging in discussion with pupils about behaviour, next steps or sanctions (where appropriate). This approach preserves the dignity of our pupils and enable staff to effectively deal with high emotional behaviour calmly. Staff are trained in this approach.

Responding to Good Behaviour

At our school, we believe that recognising and celebrating good behaviour is essential to promoting our shared values and expectations. When we acknowledge positive behaviour, we encourage pupils to repeat it and help reinforce a culture where everyone feels proud to contribute.

We use positive recognition and rewards as a way to celebrate pupils' efforts and achievements. These are applied fairly and consistently by all staff to support the routines, expectations, and positive habits we promote across the school.

Our rewards may include:

- verbal praise during lessons or around the school;
- sharing positive feedback with parents through phone calls, notes, or emails;
- certificates, celebration assemblies, or recognition boards;
- giving pupils responsibilities such as class monitor roles or involvement in school decisions;
- group rewards, such as extra playtime or a special class activity.
- house points for behaviour, attitude, effort, contribution, attendance and achievements in school.

These approaches help create a positive and motivating environment where every pupil can thrive.

Responding to Misbehaviour

At our school, we understand that responding to misbehaviour promptly, predictably and calmly is key to maintaining a positive learning environment for all. When a member of staff becomes aware of misbehaviour, their first priority is to ensure the safety and wellbeing of all pupils and staff, and to restore a calm and respectful atmosphere.

We expect all staff to follow our behaviour policy consistently, fairly and proportionately, so that pupils understand that misbehaviour will always be addressed. Using de-escalation strategies can help to reduce tension and prevent behaviours from escalating. These may include:

- offering a calm, quiet space for a pupil to regulate their emotions;
- giving limited choices to regain control (e.g., "You can choose to sit on the carpet or at your desk");
- using agreed scripts or phrases to communicate clear expectations in a calm, predictable way;
- using non-verbal cues such as hand signals or proximity to redirect behaviour discreetly.

Our responses to misbehaviour are guided by three key aims:
- To maintain our positive school culture
- To restore a calm, safe environment where everyone can learn
- To support pupils in making better behaviour choices in the future

We recognise that pupils may test boundaries, struggle with emotions, or misunderstand expectations. That's why our response may include:

- **Deterrence**: applying appropriate sanctions to discourage repeated misbehaviour.
- **Protection**: taking steps to ensure the safety of pupils and staff, such as removing a pupil from a lesson when necessary.
- **Improvement**: helping pupils understand and meet expectations through reflection, restorative conversations, or targeted pastoral support.

We use a range of strategies to support pupils in understanding their actions and planning for future success, such as:

- behaviour reflection sheets or journals;
- calm conversations at a later time to review what happened and why;
- 30 Second Script/Restorative Follow Up
- visual aids or social stories to revisit the rules or routines;
- check-ins with a trusted adult or member of the pastoral team.

We know that some behaviour may be influenced by wider circumstances. Where appropriate, we consider contributing factors such as bereavement, bullying, mental health needs, SEND (including any not yet identified), or challenges at home. We aim to support every pupil with understanding, empathy and appropriate intervention.

Acceptable Forms of Sanction

At our school, we believe all pupils deserve a learning environment that is calm, respectful and focused on learning. We are clear that, while we celebrate positive behaviour, there are also fair and proportionate consequences when behaviour does not meet our expectations. These sanctions help pupils learn from their choices and support them to make better decisions in the future.

We use a range of responses when behaviour falls below our expectations. These are clearly communicated to pupils, staff, and parents so that everyone understands our shared approach. Examples include:

- a calm and clear verbal reminder or reprimand;
- written tasks to reflect on behaviour, such as writing an explanation or apology;
- loss of privileges, such as missing a class responsibility or role;

- time out or reflection time in another classroom or quiet space;
- school-based community tasks, such as helping to tidy a shared area;
- behaviour monitoring through report cards or check-ins with a trusted adult;
- missing a portion of a breaktime or lunchtime for reflection;
- internal suspension or, in serious cases, fixed-term or permanent exclusion.

Whenever a sanction is used, we aim to include a restorative element, such as a reflective conversation with an adult to discuss what went wrong, who was affected, and what could be done differently next time. In some cases, pupils may write or deliver an apology, take part in a restorative circle, or help repair any damage caused (practically or emotionally).

We keep parents informed and involved throughout. This may include phone calls home, notes in home-school communication books, or meetings with the pupil and parents to agree on a shared plan of support. We believe that strong home-school partnerships help pupils take responsibility and make positive changes.

We always consider whether a pupil's behaviour may be linked to underlying needs. If a pupil is facing challenges — such as bereavement, bullying, mental health needs or family difficulties - we will work with families and other professionals to ensure the right support is in place. When necessary, we follow our safeguarding procedures and refer concerns to our Designated Safeguarding Lead.

For pupils with Special Educational Needs and/or Disabilities (SEND), we will always consider our legal duties and make reasonable adjustments when needed. Sanctions and support strategies will be tailored carefully to meet each pupil's needs while maintaining high expectations for all.

What the Law Allows

At our school, we understand that pupils are expected to follow our rules and behave in a respectful and responsible way. When a pupil's behaviour falls below what we reasonably expect, such as breaking a rule or not following an instruction, staff have the authority to apply a fair and proportionate sanction.
At our school, we expect all pupils to follow our rules and behave respectfully. When behaviour falls short of expectations, staff can apply fair and reasonable sanctions.

Sanctions may be given when pupils are in school, on trips, or taking part in school activities. We may also respond to serious incidents that happen outside school if they affect our school community.

By law, any sanction must:

- Be given by a staff member (or approved adult volunteer),
- Be given while the pupil is at school or under staff supervision,
- Be fair, reasonable, and follow all legal responsibilities, including those related to special educational needs, disability, age, or religion.

Our Executive Headteacher and Head of School decides which staff can give certain sanctions, and we always aim to respond in a way that is consistent and supportive.

Responding to the Behaviour of Pupils with SEND

At our school, we are committed to promoting high standards of behaviour for all pupils. We aim to do this in a consistent and fair way, while providing additional support where it is needed so every pupil can learn and succeed.

We understand that some pupils may have Special Educational Needs and/or Disabilities (SEND) that can affect their behaviour. However, we do not automatically assume that a pupil's SEND is the cause of any particular behaviour. Each situation is considered carefully, based on the facts and circumstances at the time.

When responding to incidents of misbehaviour, we consider whether a pupil's SEND may have contributed to what has happened. If it has, we make sure our response is both appropriate and lawful, considering the Equality Act 2010 and relevant guidance.

We also consider whether reasonable adjustments need to be made to any sanction, in light of a pupil's specific needs or disability. Our aim is always to understand the underlying causes of behaviour and to provide the right support to help the pupil succeed.

A key legal ruling in 2018 clarified that a recognised condition that increases the likelihood of physical behaviours may be classed as a disability. However, this does not mean that pupils with disabilities are exempt from consequences for their behaviour. We will always take a careful, balanced, and supportive approach in such cases.

Supporting Pupils Following a Sanction

At our school, we believe in supporting all pupils to understand how they can improve their behaviour and meet our behaviour expectations. After a sanction, we will consider different strategies to help pupils reflect on their actions and make positive changes. These strategies may include:

- Having a focused discussion with the pupil, where we explain what went wrong, the impact of their actions, how they can improve in the future, and what will happen if their behaviour does not improve. If appropriate, we may also encourage the pupil to apologise to the person affected. We may also include restoration work, where the pupil has the opportunity to repair relationships and make amends.
- Using back chaining events, where we help the pupil reflect on the sequence of events leading up to the behaviour. This allows the pupil to identify the moment where they could have made a different choice and explore how to handle similar situations better in the future.
- Making a phone call to the pupil's parents, as well as to the Virtual School Head for any looked-after pupils.
- Investigating the pupil's behaviour by speaking with staff who teach, support, or supervise them.
- Looking into any circumstances outside of school, such as at home, with the help of the designated safeguarding lead or a deputy.
- Reviewing whether the support provided for managing behaviour is still suitable and effective.

The designated staff involved in these interventions will be properly trained to deliver them. These strategies are often part of a broader approach, which also focuses on the pupil's wellbeing and mental health.

Restorative Practice in Action

Restorative practice is central to how we build and repair relationships in our school. When conflict or harm occurs, we create structured opportunities for those involved to reflect, take responsibility,

and make amends. This includes restorative conversations, reparation meetings, and class restorative circles. These approaches give pupils a voice, build empathy, and promote accountability. Rather than simply punishing misbehaviour, we focus on restoring trust, repairing relationships, and learning from mistakes. All staff are trained in using restorative language and are supported to embed these practices into daily interactions. This supports our wider culture of respect and helps pupils develop skills in communication, problem-solving, and emotional regulation.

The Use of Reasonable Force (Positive Handling)

At our school, we are committed to ensuring the safety and wellbeing of all pupils. There may be times when it is necessary for staff to use reasonable force to safeguard pupils or to maintain good order and discipline. Detailed advice on this subject can be found in the *Department for Education's Use of Reasonable Force - Advice for School Leaders, Staff, and Governing Bodies*. All staff are required to read and understand this guidance.

For clarity, we will use the following definitions:

Reasonable force: Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint.

Restrictive interventions: Any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Restrictive interventions may include use of equipment, medication or seclusion. Restrictive interventions may or may not involve the use of reasonable force.

Restraint: A form of restrictive intervention involving direct physical contact and force where the intention is to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restraint may also include mechanical or chemical restraint. Restraint may or may not involve the use of force.

As noted within the definitions, these terms are not necessarily mutually exclusive categories. For example, depending on the circumstances, if two members of staff briefly physically pull apart two pupils who are fighting, all three definitions could be relevant.

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or physically aggressive behaviour. These include but are not limited to: humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences. If these strategies do not work, then it may be necessary to use positive handling techniques to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. These are a last resort. If a child needs positive handling by a member of staff, a dynamic risk assessment is carried out prior to any action. Parents are also informed. All incidents are followed by a 'debrief' in order to adapt practice for the future, these may be captured via CPOMS and in the Bound and Numbered Book. Evaluations of situations and incidents are reviewed and subsequently, used to inform future practice and risk assessments.

Staff members have the authority to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, or to maintain good order within the school. Additionally, the Headteacher and authorised staff may use reasonable force when conducting a search for items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco, vapes, fireworks, or pornographic images, or other items they reasonably suspect may be used to

cause harm or commit an offence. Force should not be used to search for other items banned under school rules.

When considering the use of reasonable force, staff should always be aware of any specific vulnerabilities of the pupil, such as special educational needs (SEND), mental health concerns, or medical conditions. We aim to handle every situation with care and consideration for the pupil's individual needs and circumstances.

Searching, Screening and Confiscation

At our school, staff have the authority to search pupils and confiscate items in line with the Department for Education's *Searching, Screening and Confiscation at School* guidance.
Only the Headteacher or authorised school staff may conduct searches, and this must be done respectfully, with a witness present. In our primary school setting, searches are typically carried out by senior staff members.

Executive Headteachers, Head of School and authorised staff have the statutory power to search pupils without consent for the following items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images
- Any article that the staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property

We can search for items such as knives, weapons, illegal drugs, alcohol, stolen items, tobacco, fireworks, or pornographic images if we have reasonable grounds to suspect a pupil has such items. Before any search takes place, we will inform the pupil of the reason for the search. Searches will be conducted in a way that is appropriate for the pupil's age, and staff are only permitted to search outer clothing, such as coats, hats, or gloves, unless the pupil agrees to remove additional items. Strip searches are not permitted. In cases where a pupil refuses to cooperate, reasonable force may be used, but only when absolutely necessary and proportionate.

Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that **serious** harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records on CPOMS should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

Any confiscated items will be handled carefully, and staff will always consider whether the action is proportionate to the situation. We will keep a record of any searches, particularly if they result in the confiscation of prohibited items. If an item is confiscated, we will inform parents where appropriate. Our school aims to act fairly and with consideration for the individual needs of each pupil.

Removal from Classrooms

At our school, removal from the classroom is a serious disciplinary measure used when a pupil's behaviour disrupts the learning environment. It involves the pupil being temporarily removed to a supervised space where they can continue their education in a calm, managed setting. This is different from when a pupil is briefly asked to step outside for a conversation and then return to class.

Removal should only be used when necessary, typically after other behavioural strategies have been attempted, unless the behaviour is extreme. If a pupil is removed, parents will be informed on the same day. We ensure that any removal is proportionate to the behaviour and consider any individual needs, including Special Educational Needs (SEND), before taking action.

Removal may be used to:

- Ensure the safety of all pupils and restore order after disruption.
- Provide a safe space for the pupil to regain calm.
- Allow the pupil to continue their learning in a managed environment.

It is important to note that removal is not the same as using sensory or nurture rooms, which are used to help pupils manage emotions for non-disciplinary reasons. The Headteacher oversees all removals and ensures the location is appropriate, the process is transparent, and that the pupil will be reintegrated back into class when appropriate.
We track removal data to monitor its effectiveness and identify any patterns, especially for pupils with specific needs. If a pupil is frequently removed, we will consider alternative support, such as a pastoral review or SENCo involvement.

Pupils will be encouraged to reflect on their behaviour, and they will never be locked in a room during removal, although there may be exceptional circumstances where staff need to prevent a pupil from leaving for safety reasons. If a pupil is part of a safeguarding plan, we will notify their social worker. We will ensure that the pupil receives the necessary support to reintegrate into the classroom successfully.

Seclusion (Restrictive Intervention – Non-Disciplinary)

Seclusion is a restrictive intervention and is different from disciplinary responses such as removal from the classroom. It is a non-disciplinary, safety-based response and must not be used as a punishment or as a response to deliberate or wilful misbehaviour.

What we mean by seclusion
Seclusion is used to describe a situation where a pupil is kept in a space away from others and is prevented from leaving. It is used only as a short-term measure to manage immediate risk and protect people from harm. Seclusion is not used where a pupil is acting with intent, and it must never be used as a disciplinary sanction.

When seclusion may be used
Seclusion may only be used when it is necessary to keep people safe and where a pupil is experiencing a high level of emotional or behavioural dysregulation and is unable to regulate their behaviour safely. In these situations, the pupil is not acting with intent. Seclusion is used only when other de-escalation strategies have not been successful, or when the level of risk means they cannot reasonably be used. Seclusion is always a last resort and is applied for the shortest time possible. Seclusion must never be implemented through threat of punishment or as a consequence for behaviour.

Seclusion and removal from the classroom
Seclusion is not the same as removal from the classroom. Removal from the classroom is a disciplinary response used to manage disruption and allow learning to continue in a different supervised setting. Seclusion is a safety-based intervention used to reduce immediate risk during periods of significant emotional or behavioural dysregulation. Staff must be clear which response is being used and must follow the correct procedures for each.

The space used
If seclusion is used, the space must be safe, appropriate, and proportionate. It must not feel threatening or intimidating to the pupil. Pupils will never be locked in a room. Any restriction on a pupil's movement must be limited to what is necessary to manage the immediate risk and must be reduced as soon as it is safe to do so.

Supervision and duration
A pupil who is secluded will be supervised at all times by an appropriate adult. Seclusion will last for the shortest time possible. As soon as the immediate risk of harm has reduced, the pupil will be supported to leave the space.

Staff will use trauma-informed and attachment-aware approaches to support the pupil to regulate and to reintegrate back into learning or appropriate pastoral support.

Recording and informing parents
Any incident involving the use of seclusion will be clearly recorded on CPOMS. Records will include:

- that seclusion was used
- why it was necessary
- how long it lasted
- who supervised the pupil
- how the pupil was supported following the incident

Parents and carers will be informed as soon as reasonably possible when seclusion has been used. Communication will be factual and focused on safety and wellbeing.

Oversight and review
The use of seclusion is monitored by senior leaders. Incidents are reviewed to identify patterns, ensure that the approach remains proportionate, and inform future support planning, particularly for pupils with SEND.
Seclusion will always be used lawfully, respectfully, and consistently with the school's commitment to safeguarding, inclusion, and positive behaviour support.

Suspension, Permanent Exclusion, Off-Site Direction and Managed Moves

This section reflects the Department for Education statutory guidance *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (July 2026) and any subsequent updates. For the purpose of this section, "parents/carers" includes parents, carers and any person with parental responsibility or care of the pupil.

The school is committed to providing all pupils with a safe, calm and supportive environment in which they can learn free from disruption. The school recognises that, for most pupils, suspension and permanent exclusion will not be necessary because other strategies, interventions and support can help pupils improve their behaviour. Where behaviour management approaches have been exhausted, suspension may sometimes be necessary. Permanent exclusion will only be used as a last resort. The school will not adopt a "no exclusion" approach where this would expose pupils or staff to unreasonable risk, undermine safeguarding, or prevent the school from maintaining a calm, safe and orderly environment.
Only the Executive Headteacher/Headteacher, or a person formally acting in that role, may suspend or permanently exclude a pupil on disciplinary grounds. This decision cannot be delegated.
Any decision to suspend or permanently exclude a pupil will be lawful, reasonable, fair and proportionate and made on the balance of probabilities.
A pupil's behaviour outside school may be considered as grounds for suspension or permanent exclusion where it is relevant to the school's behaviour policy, the safety and welfare of pupils or staff, the orderly running of the school, or the reputation of the school.

Before making a decision, the Executive Headteacher/Headteacher will consider:

- the facts and available evidence;
- the pupil's views, taking account of age, understanding and individual needs;
- whether the pupil requires support to express their views;
- any safeguarding concerns, SEND, disability, mental health needs or other vulnerabilities;
- whether reasonable adjustments have been made where required;
- whether appropriate interventions and support have already been considered;
- the impact of the behaviour on the education, safety and welfare of others;
- the school's duties under the Equality Act 2010, Children and Families Act 2014 and relevant safeguarding legislation.

The school will support pupils to participate in exclusion, reinstatement, managed move and reintegration processes in a manner appropriate to their age, understanding and needs.
Where police investigations or criminal proceedings are underway, the Executive Headteacher/Headteacher is not required to delay a decision solely because external investigations are ongoing.

Circumstances that may warrant a suspension or permanent exclusion include, but are not limited to:

- Physical assault against a pupil: Fighting, violent behaviour, wounding or other acts of physical aggression towards another pupil.

- Physical assault against an adult: Physical aggression, violence, intimidation or assault towards any member of staff or other adult.
- Verbal abuse or threatening behaviour against a pupil: Aggressive behaviour, intimidation, swearing, threats of violence or harassment directed towards another pupil.
- Verbal abuse or threatening behaviour against an adult: Aggressive behaviour, intimidation, swearing, threats of violence or harassment directed towards a member of staff or other adult.
- Use, possession or threat of use of an offensive weapon or prohibited item: Bringing onto the school site, possessing, using or threatening to use an offensive weapon or prohibited item, including knives, sharp instruments, imitation weapons or other prohibited items.
- Bullying: Verbal, physical, emotional or online bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying.
- Racist abuse: Racist language, racist bullying, racist graffiti, racist taunting, harassment or any behaviour motivated by race, ethnicity, nationality or cultural background.
- Abuse relating to sexual orientation, gender reassignment or gender identity: Homophobic, biphobic or transphobic language, bullying, harassment, graffiti or discriminatory behaviour.
- Abuse relating to disability: Disability-related bullying, harassment, taunting, discriminatory language, graffiti or other discriminatory behaviour.
- Sexual misconduct: Sexual harassment, sexual violence, sexual assault, unwanted sexual behaviour, sexual bullying or sexually inappropriate conduct.
- Drug, alcohol or substance-related incidents: Possession, use, supply or distribution of illegal drugs, alcohol, controlled substances, psychoactive substances, vaping products or misuse of prescribed medication.
- Damage to property: Deliberate damage to school property or property belonging to pupils, staff or other members of the school community, including vandalism, graffiti or arson.
- Theft: Theft of school property, personal property or property belonging to members of the wider community, including possession or distribution of stolen goods.
- Persistent or serious disruption to learning or the orderly running of the school: Repeated breaches of the Behaviour Policy, defiance, disruption of teaching and learning, refusal to follow reasonable instructions, or other behaviour that significantly impacts the education or welfare of others.
- Inappropriate use of social media or online technology: Sharing inappropriate content, cyberbullying, online harassment, threatening behaviour, misuse of technology or the use of online platforms to organise or facilitate harmful or criminal behaviour.
- Behaviour outside school: Behaviour that poses a risk to the safety or welfare of pupils, staff or members of the public, disrupts the orderly running of the school, or could adversely affect the reputation of the school.

This list is not exhaustive. Each incident will be considered individually, taking account of the circumstances, the age and needs of the pupil, any relevant safeguarding concerns, SEND, disability, and the principles of fairness, proportionality and reasonableness.

Suspension

A suspension is a temporary removal from school on disciplinary grounds. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. Suspensions may include part of a school day, including lunchtime suspensions.

Suspensions may be used:

- to make clear that behaviour is unacceptable;
- to protect pupils and staff;
- to support a calm and orderly learning environment;
- where there is a risk that behaviour may otherwise lead to permanent exclusion.

Where suspensions become frequent, the school will review whether further intervention, assessment or support is required. All suspensions will be recorded and administered in accordance with statutory guidance.

Permanent Exclusion
Permanent exclusion means a pupil is no longer allowed to attend the school unless reinstated through the statutory process.
A decision to permanently exclude will only be taken:

- in response to a serious breach or persistent breaches of the behaviour 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 last resort.

The school will not permanently exclude a pupil because of academic attainment, ability, SEND, disability, or because the school feels unable to meet the pupil's needs. Refusal by a pupil or parent/carer to agree to a managed move is not a lawful reason for permanent exclusion.

Cancelling an Exclusion
The Executive Headteacher/Headteacher may cancel a suspension or permanent exclusion in accordance with statutory guidance. Where an exclusion is cancelled, the school will notify relevant parties without delay and appropriate reintegration support will be provided. Where a suspension is cancelled after it has begun, any days already served will count towards the statutory 45-school-day suspension limit.

Education During Suspension or Permanent Exclusion
The school will meet its statutory duties regarding the provision of work and alternative education during periods of suspension or permanent exclusion. Where appropriate, the school will work closely with the local authority, social workers, Virtual School Heads and other agencies to ensure continuity of education and support.

Notification and Statutory Processes
Parents/carers will be notified without delay of any suspension or permanent exclusion.
The school will notify the local authority, Board of Trustees and other relevant agencies in accordance with statutory guidance. Where a pupil has a social worker, the social worker will be informed without delay. Where a pupil is looked-after, the Virtual School Head will be informed without delay.
The Board of Trustees will fulfil its statutory responsibilities in relation to reviewing suspensions and permanent exclusions and considering reinstatement.
Where a permanent exclusion is upheld, parents/carers will be informed of their statutory right to request an Independent Review Panel.

Pupils with SEND, Disabilities and Additional Vulnerabilities
The school will always consider whether SEND, disability, mental health needs, safeguarding concerns or other vulnerabilities have contributed to a pupil's behaviour.
The school will:

- make reasonable adjustments for disabled pupils;
- use its best endeavours to secure appropriate provision for pupils with SEND;
- consider whether further assessment, intervention or specialist support is required;
- work closely with parents/carers, local authorities and external professionals where appropriate.

Where a pupil has an Education, Health and Care Plan, the school will engage with the local authority as early as possible where there is a risk of suspension or permanent exclusion.
Where a pupil has a social worker or is looked-after, the school will work collaboratively with the social worker and/or Virtual School Head at the earliest opportunity where there is a risk of suspension or permanent exclusion.

Temporary Separation for Safeguarding Purposes
In exceptional circumstances, the school may temporarily prevent a pupil from attending school premises for safeguarding reasons. This is not a suspension or permanent exclusion and will only be used where separation is necessary to protect pupils or staff and there is no reasonable alternative. The arrangement will be reviewed regularly and a reintegration plan will be implemented when appropriate.

Reintegration
The school will support pupils to successfully reintegrate following suspension, cancelled exclusion, off-site direction or temporary safeguarding separation.
A reintegration meeting will normally take place before or at the beginning of the pupil's return. Parents/carers will be invited where appropriate; however, a pupil's return to education will not be delayed because a parent/carer is unable or unwilling to attend.
Support may include:

- regular contact with a trusted adult;
- behaviour or pastoral support plans;
- academic support;
- restorative approaches;
- involvement of external agencies.

Reduction in Pupil Entitlement and Part-Time Timetables
A Reduction in Pupil Entitlement (RIPE), reduced timetable or part-time timetable will never be used:

- as a disciplinary sanction;
- as a behaviour management strategy;
- to avoid a formal suspension or permanent exclusion.

Any reduced timetable must be in the pupil's best interests, be agreed with parents/carers, be time limited, reviewed regularly and include a clear plan for returning to full-time education.

Off-Site Direction
Off-site direction may be used as a temporary intervention to improve behaviour where in-school strategies have been unsuccessful or are not appropriate.
It will not be used as a punishment for past behaviour.
Before any off-site direction is arranged, the school will consider the pupil's individual needs, including SEND, disability, health, mental health and safeguarding needs, and will ensure that suitable arrangements are in place for education, support and reintegration.
Off-site direction will only be used where it is in the pupil's best interests, has clear objectives, is subject to regular review and includes a planned pathway back into mainstream education.
All off-site direction arrangements will be undertaken in accordance with statutory guidance.

Managed Moves
A managed move is a voluntary and planned permanent transfer to another mainstream school. Managed moves will only be considered where they are in the pupil's best interests and where all relevant parties agree.

Managed moves will not be used:

- as a punishment;
- as an alternative to following exclusion procedures;
- to avoid the responsibilities associated with permanent exclusion.

Where a pupil has an Education, Health and Care Plan, the school will work with the local authority before any managed move is agreed.
Where appropriate, the school will work closely with parents/carers, the receiving school, local authority and other professionals to ensure a successful transition.

Off-Rolling and Unlawful Exclusions
The school will not use unlawful exclusions or off-rolling.
The school will not:

- send pupils home informally for disciplinary reasons;
- use part-time timetables as a disciplinary measure;
- pressure parents/carers to remove their child from school;
- remove pupils from roll without following statutory procedures;
- exclude pupils because of academic attainment, SEND or disability.

Monitoring
School leaders and trustees will monitor suspensions, permanent exclusions, managed moves, off-site direction, safeguarding separations and other behaviour data to ensure that decisions are lawful, fair, proportionate and equitable.
Monitoring will include consideration of patterns relating to vulnerable groups, including pupils with SEND, disabilities, looked-after children, previously looked-after children, pupils with a social worker, pupils eligible for pupil premium and those with protected characteristics.

Behaviour Outside of School Premises

At our school, we recognise that pupils' behaviour outside of school can have an impact on their learning and the wider school community. We have the power to sanction pupils for misbehaviour that occurs outside of school premises, to the extent that is reasonable and in line with our responsibility to maintain a safe and respectful environment.

Our behaviour policy outlines the actions we will take in response to non-criminal poor behaviour and bullying that occurs off the school premises or online, particularly when it is witnessed by a staff member or reported to the school. We will take appropriate sanctions to address such behaviour and ensure that it does not negatively affect the school community or disrupt the orderly running of the school.

Misbehaviour outside the school premises that could result in sanctions includes, but is not limited to:

- Misbehaviour during any school-organised or school-related activity.
- Behaviour while travelling to or from school, or when wearing school uniform.
- Behaviour when identifiable as a pupil at the school in any other way.
- Misconduct that could have repercussions for the orderly running of the school or the safety of the pupils.
- Behaviour that poses a threat to another pupil.
- Behaviour that could harm the reputation of the school.

The decision to sanction a pupil for behaviour outside of school will be lawful if the pupil is either on school premises or elsewhere at a time when they are under the control or charge of a member of staff. This includes situations where the pupil is engaged in school activities or travelling to and from school. We also collaborate with local authorities to promote good behaviour on school transport and take appropriate action if necessary.

Preventing Recurrence of Misbehaviour

Initial Intervention Following Behavioural Incidents
At our school, we are committed to supporting pupils in managing their behaviour and reducing the likelihood of suspension or permanent exclusion. We recognise that some pupils may need additional support to understand and meet behavioural expectations. We aim to provide this support proactively, using a range of strategies to help pupils manage their behaviour effectively. When a pupil's behaviour is not improving despite initial sanctions, or when there is a sudden change in their behaviour, it is important that we respond promptly. This will often involve providing support outside of the classroom, in small groups, or through one-to-one activities. Some pupils may require more intensive support, and we are committed to meeting those needs in a way that is tailored to each individual.

We have systems in place to ensure that relevant members of leadership and pastoral staff are aware of any pupil who is persistently misbehaving or whose behaviour is not improving. Examples of interventions that we may use include:

- Frequent and open communication with parents, including home visits if necessary.
- Providing mentoring and coaching to help the pupil develop social and emotional skills.
- Implementing short-term behaviour report cards or longer-term behaviour plans.
- Offering support through our pupil support units, if available.
- Collaborating with local partners and agencies to address specific challenges, such as anger management, resilience, and difficulties with peer relationships.
- Emotional literacy support interventions, which may be with an ELSA

In cases where a pupil may have underlying needs, such as Special Educational Needs and Disabilities (SEND), we will assess whether the appropriate support is in place. We will use a graduated response to assess, plan, deliver, and review the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, we will contact the local authority early to discuss the behavioural concerns and consider whether an emergency review of the plan is necessary.

If we have serious concerns about a pupil's behaviour, we may consider a multi-agency assessment, such as an early help assessment or a statutory assessment, to explore the needs of the pupil beyond their educational requirements. This approach ensures that we address the full range of challenges that may be affecting the pupil's behaviour.

Pupil Support Units

At our school, we may use a Pupil Support Unit (PSU) as a planned intervention to help pupils who need additional support with their behaviour or pastoral needs. PSUs offer a structured learning environment, often delivered in small groups, and are designed to take place in place of mainstream lessons for a fixed period of time.

Pupil Support Units may serve two main purposes:

- As an intervention for pupils who need targeted behavioural or emotional support.

- As a final preventative measure for pupils who are at risk of suspension or permanent exclusion.

The aim of the PSU is to improve behaviour, support learning, and enable successful reintegration into mainstream lessons. The approach used within the unit reflects the values and expectations of our whole-school culture and aligns fully with our behaviour policy.

If a pupil has an Education, Health and Care (EHC) plan, we will work closely with the local authority before arranging a PSU placement.

Prior to a pupil from our school attending a PSU in another setting, we will carry out the Hales Valley Trust Alternative Provision Considerations Checklist. Once they attend, we will continue to monitor their progress closely and ensure that the distance and transport arrangements are appropriate. Where necessary, we will work with the local authority to ensure suitable travel support is in place for eligible pupils.

Reintegration

At our school, we are committed to supporting pupils as they return to their usual classroom routines following time spent away- whether due to removal from class, placement in a pupil support unit, an off-site direction, or following a suspension.
We have a clear reintegration strategy in place to help pupils successfully rejoin mainstream learning and meet the high standards of behaviour we expect. This process may include reintegration meetings involving the pupil, parents or carers, school staff, and where appropriate, external agencies. These meetings allow us to reflect on the reasons for the pupil's time away from the classroom and to agree on a plan for moving forward.

As part of the reintegration process, we will:

- Identify and put in place any additional support the pupil may need.
- Set clear behaviour expectations and goals.
- Provide opportunities for the pupil to rebuild relationships with staff and peers.
- Monitor the pupil’s progress closely and review the support plan regularly.

Our aim is always to ensure that pupils feel safe, supported, and ready to engage positively with learning, so that their return to class is both successful and sustainable.

Recording School Behaviour

Recording of behaviour incidents differ depending on the breach of the school's behaviour policy, for example, they may be recorded in a child’s planner or on CPOMS.
At times, behaviour incidents may be recorded on CPOMS, our secure online system for monitoring pupil wellbeing and safeguarding. Staff record incidents factually, including what happened, who was involved, and any actions taken. This allows us to build a clear picture of each child’s behaviour over time and helps ensure a consistent and fair approach across the school. Relevant staff are automatically alerted so that appropriate follow-up and support can be provided. Parents should be reassured that CPOMS records are confidential and used to support the safety and development of all pupils.

Monitoring and Evaluating School Behaviour

At our school, we are committed to maintaining a calm, respectful and inclusive behaviour culture. To achieve this, we have systems in place to monitor and evaluate behaviour effectively and fairly. We collect a range of data to understand behaviour patterns and assess the impact of our strategies. This data is reviewed regularly by trained staff and school leaders as part of a structured monitoring

and evaluation cycle. Through this process, we aim to ensure that our behaviour approach continues to meet the needs of all pupils and supports a positive school environment.

We gather information from the following sources:

- Behaviour incident records, including removal from class;
- Attendance, suspension and permanent exclusion data;
- Use of pupil support units, managed moves and off-site directions;
- Incidents involving searching, screening and confiscation;
- Anonymous surveys of staff, pupils, parents, governors and other stakeholders about their experiences and perceptions of behaviour in the school.
- Any others

We analyse this information at a whole-school level, as well as by pupil group, individual pupil, and staff member. We use the data to ask important questions, such as whether systems are working as intended, whether there are barriers to good behaviour, or whether further support is needed. We also review the data by protected characteristics to ensure our approach is inclusive and compliant with the Equality Act 2010.

As part of our commitment to accountability and transparency, school leaders share key findings from behaviour monitoring with the Hales Valley Trust Board on a regular basis. This enables Trustees to hold us to account and support improvements. Where appropriate, we also share summary data with the wider school community - for example, through newsletters, parent meetings, or the school website - to keep everyone informed and involved in promoting positive behaviour. As an inclusive school, we are committed to ensuring that our behaviour policy is fair, equitable, and free from bias.

Specific Behaviour Incidents

Bullying and Prejudice Related Incidents

What is bullying? Bullying is defined as behaviour by an individual or group that is repeated over time and intended to hurt another person physically or emotionally. It can be direct (e.g. hitting, name-calling) or indirect (e.g. exclusion, spreading rumours), and often involves an imbalance of power. Bullying may be motivated by prejudice related to race, religion, gender, sexual orientation, special educational needs, disability, or family circumstances. It can also occur online through social media, gaming, or messaging—sometimes using images or video. In line with DfE guidance, we use the Anti-Bullying Alliance definition: “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” We teach children to identify bullying using the acronym STOP: **S**everal **T**imes **O**n **P**urpose.

In our school, we actively promote **THINK**, to promote a culture which celebrates and tolerates differences and helps keep their peers safe both online and offline.

What is a prejudice related incident? Prejudice related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

Bullying and Prejudice Related Incidents can take many forms including:

- Verbal – Name calling and ridicule such as racist or homophobic remarks.
- Visual – Graffiti, gestures, wearing racist insignia or showing pictures.
- Incitement – Spreading rumours or encouraging others to participate.
- Cyber – Using technology such as text messages, Facebook, Snapchat, Instagram or email.
- Segregation – Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
- Physical – Hitting, pushing, unwanted touching, kicking or threatening with a weapon.
- Property – Theft or damage to personal property.

Our Commitment

We are committed to creating a safe, inclusive environment where all children can learn free from anxiety and harm. Bullying and prejudice related incidents are a serious safeguarding issue, and we take all incidents seriously. As a result, in addition to this policy, we have an **Anti-Bullying and Prejudice Related Incidents Policy**, which supports DfE guidance, including 'Preventing and Tackling Bullying' (2017), and sets out our consistent approach to addressing bullying. Staff, pupils, and families are made aware of their roles in recognising and responding to bullying and **prejudice related incidents**. We help children develop empathy and conflict-resolution skills, promoting positive relationships and a respectful school culture.

Child-on-child abuse

Child-on-child abuse, children harming other children, is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls victims, but allegations will be dealt with in the same manner, regardless of gender.

Child-on-child abuse can take many forms, including:

- physical abuse such as shaking, hitting, biting, kicking or hair pulling;
- bullying including cyberbullying, prejudice-based and discriminatory bullying;
- sexual violence and harassment such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm;

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) including pressuring others to share sexual content;
- abuse in intimate personal relationships between peers (also known as teenage relationship abuse) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse;
- initiation/hazing – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond. Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Child-on-Child Sexual Violence and Sexual Harassment

At our school, we are fully committed to creating a safe, respectful, and nurturing environment for all pupils. If we receive any report of sexual violence or sexual harassment between pupils- whether it happens in person or online - we take it seriously and respond in line with our safeguarding duties, particularly as set out in Keeping Children Safe in Education (KCSIE), Part 5.
The designated safeguarding lead (or their deputy) will take the lead in responding to such incidents. Each situation will be considered individually and with care. We are committed to making sure every pupil feels safe, respected, and valued. This includes teaching pupils about healthy friendships, respectful behaviour, and how to speak up if something makes them feel uncomfortable or unsafe.

If a pupil ever reports sexual harassment or inappropriate behaviour from another pupil, whether it happens in school, outside school, or online, we take it very seriously. We follow national safeguarding guidance (Keeping Children Safe in Education) and make sure each case is handled with care and sensitivity.

Our safeguarding lead will make sure the right steps are taken, and we will support everyone involved. Every child who shares a concern will be listened to, taken seriously, and kept safe.

We do not tolerate any form of sexual harassment or inappropriate behaviour. We don't excuse harmful behaviour as "just joking" or "part of growing up." We believe all pupils have the right to feel safe and respected, and we expect everyone in our school to treat others with kindness and dignity.

If needed, we may give consequences in line with our behaviour policy, even while other professionals (such as the police or social services) may be involved. We also work closely with families and other services to make sure the right support is in place.

Our staff are trained to notice, challenge, and respond to inappropriate behaviour. We also use the Respectful School Communities guidance to help create a school culture where all pupils feel secure and know how to treat others well.

All staff are expected to challenge inappropriate language and behaviour between pupils. We use the Respectful School Communities toolkit to support us in building a culture where everyone understands what respectful relationships look like and where harmful behaviour is not accepted.

We do not excuse harmful or inappropriate language by calling it "banter" or treating it as just part of growing up. Instead, we teach and model kindness, respect, and responsibility in everything we do.

If a pupil behaves in a sexually inappropriate way, we will take steps to address it straight away- even if there are also investigations happening by the police or social care. Responding early helps

prevent further harm or serious behaviour later. Guidance from Part 5 of KCSIE helps us access the right support for any pupil involved.

It is very important that any pupil who reports sexual harassment or abuse feels believed, supported, and safe. This applies no matter how long ago the incident happened or whether it took place inside or outside of school, including online. Pupils will never be made to feel that they are causing trouble by speaking up, and their experience will never be minimised.

If an allegation is found to be deliberately untrue or made to cause harm, we will consider appropriate action under our behaviour policy.

As with all safeguarding concerns, our designated safeguarding lead will involve other professionals or services when needed to ensure the right support is in place for all pupils involved.

Investigating allegations

All allegations of child-on-child abuse will be recorded via CPOMS.
The Designated Safeguarding Lead (DSL) has oversight of these reports. We will go through the following process in dealing with allegations:

- Gather information - children and staff will be spoken with immediately to gather relevant information by a member of the pastoral team
- Decide on action - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the Police. In other cases, we may follow this policy alongside the Child Protection and Safeguarding Policy.
- Inform parents - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the Police before parents are contacted.
- Recorded – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing (using CPOMs as far as possible). The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2021.

Online Behaviour Incidents

At our school, we know that the way pupils behave online can have a real impact on how safe and happy everyone feels at school. When pupils treat each other unkindly online - whether during or outside of school hours - it can affect friendships, learning, and our whole school community.

We expect pupils to follow the same high standards of behaviour online as they do in person. This means treating others with kindness, respect, and dignity at all times, no matter the platform or device being used. Filtering and monitoring identify inappropriate use of technology in school.

Online behaviour such as bullying, unkind messages, inappropriate language, or sharing of inappropriate images or videos, including nude or semi-nude content, will be taken seriously and dealt with using the same principles as face-to-face incidents. These incidents may also involve safeguarding concerns and will be managed in line with our Child Protection Policy, Online Safety Policy and Keeping Children Safe in Education (KCSIE). If needed, our designated safeguarding lead (or deputy) will advise on the best response.

When reports involve nude or semi-nude images or videos, staff must report the concern directly to the designated safeguarding lead, who will manage the situation following the advice in KCSIE and the guidance from the UK Council for Internet Safety: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Most online incidents happen outside school, but if they affect how pupils feel or behave in school, we will take action. If online behaviour threatens another pupil, disrupts learning, or affects the school's reputation, we may apply sanctions, even if the behaviour happened at home, especially if the pupil is identifiable as a member of our school.

While parents are primarily responsible for monitoring their child's online activity outside of school, we will always work in partnership with families to address any concerns and support pupils to behave safely and responsibly online.

Physical Attacks on Adults

We take incidents of violence toward staff very seriously. We understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe. Staff can use 'reasonable measures' to protect themselves and should call for additional support. Staff who protect themselves will have the full support of the Senior Leadership Team, as long as their actions are in line with our policy and do not use excessive force. All staff must report incidents of pupil violence toward themselves to the Head of School (or an Assistant Headteacher in their absence). These incidents can cause distress for the adults involved, therefore all staff are entitled to take some reset time away from the classroom to recover.

Suspected Criminal Behaviour

At our school, we take any suspicion of criminal behaviour seriously and ensure that the safety and well-being of our pupils is always our top priority. If a member of staff or the headteacher suspects that criminal behaviour may have occurred, we will carefully assess the situation to understand the facts. This assessment will be based on gathering relevant information and documenting everything thoroughly.

If we determine that the incident may be a criminal matter, we will report it to the police and take care not to interfere with any police investigations. However, the school can still continue to investigate the matter and apply any necessary consequences, as long as this does not conflict with the police's actions.

In many cases, when we report to the police, we will also report the incident to local children's social care to ensure that all relevant support is in place. The designated safeguarding lead (or deputy) will usually take the lead on this process, as outlined in Keeping Children Safe in Education (KCSIE).

We understand that incidents involving child-on-child sexual violence and abuse are particularly sensitive, and we follow the guidance in Part 5 of KCSIE to ensure that we handle such matters with the utmost care and respect for all those involved.

Bullying and Prejudiced Related Incidents

Prejudice-related incidents, including those based on race, religion, gender, disability, sexual orientation, or other protected characteristics, are taken extremely seriously and are not tolerated at our school. While this Behaviour Policy outlines our overall approach to promoting positive behaviour and responding to misconduct, specific guidance on identifying, recording, and responding to prejudice-related incidents is provided in our **Anti-Bullying and Prejudice-Related**

Incidents Policy. This dedicated policy ensures that all such incidents are addressed promptly, consistently, and in line with statutory requirements, promoting a safe and inclusive environment for all pupils.

Mobile Phones

At our school, we are committed to providing a focused, safe, and inclusive learning environment for all pupils. To support this, we have a clear policy that creates a mobile phone-free school day. This means that pupils are not allowed to use mobile phones or other smart devices (such as smart watches with similar functionality) at any time during the school day, including lessons, breaktimes, lunchtimes, and the time between lessons.

Our approach follows the Department for Education's guidance on mobile phones in schools, and is designed to reduce distractions, support positive behaviour, and help all pupils feel safe and included.

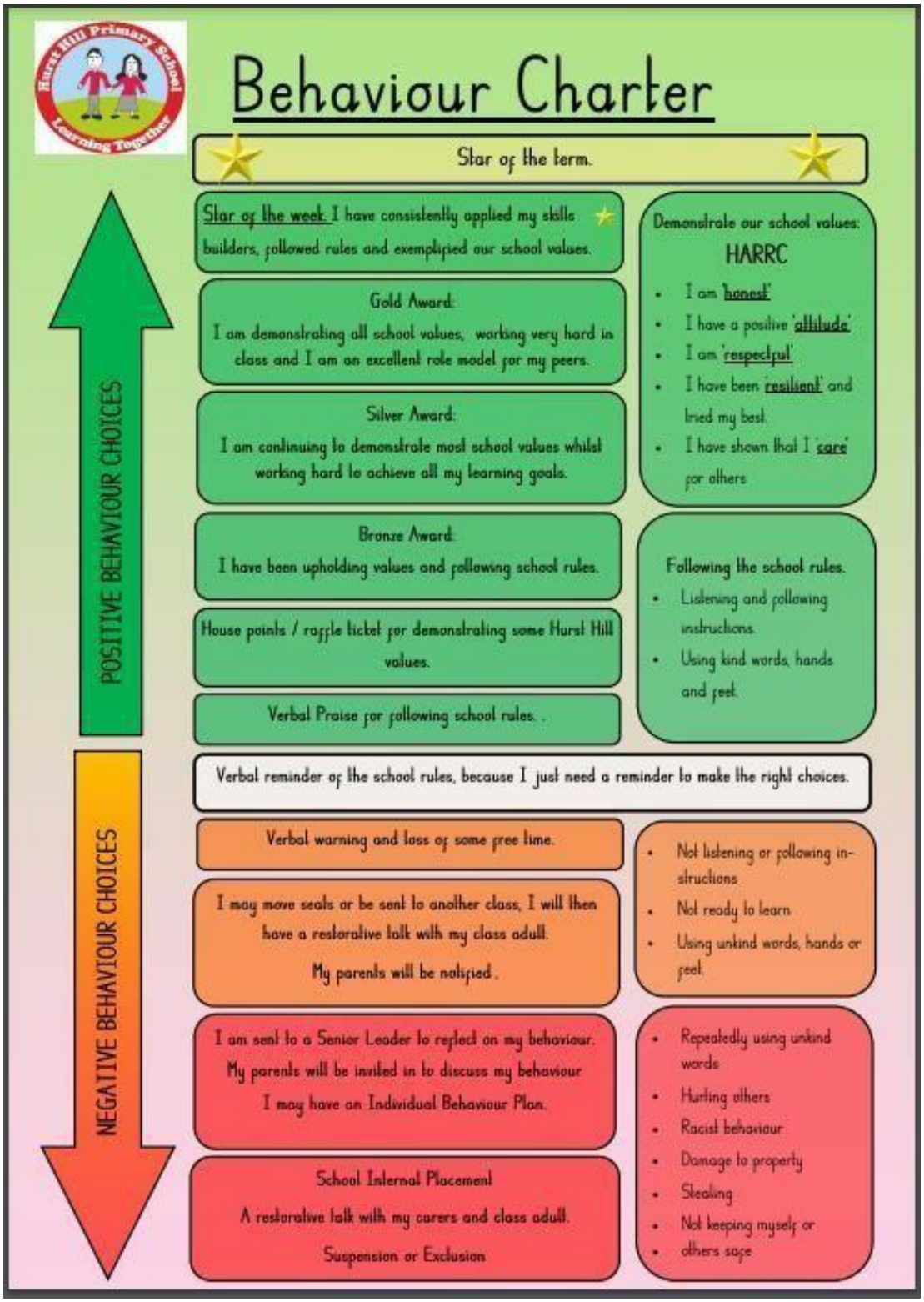
We ask all pupils and families to follow these simple rules:

- Pupils should not bring mobile phones or smart devices to school unless it has been agreed in advance with a member of staff (for example, for safety reasons when walking to or from school).
- If a pupil does bring a mobile phone, it must be switched off and handed in to staff at the start of the day. It will be returned at the end of the school day.
- Any use of mobile phones or smart devices during the school day without permission will lead to consequences, in line with our behaviour policy.
- We make sure these rules are clear and easy for pupils to understand, and we support all staff in applying them fairly and consistently.

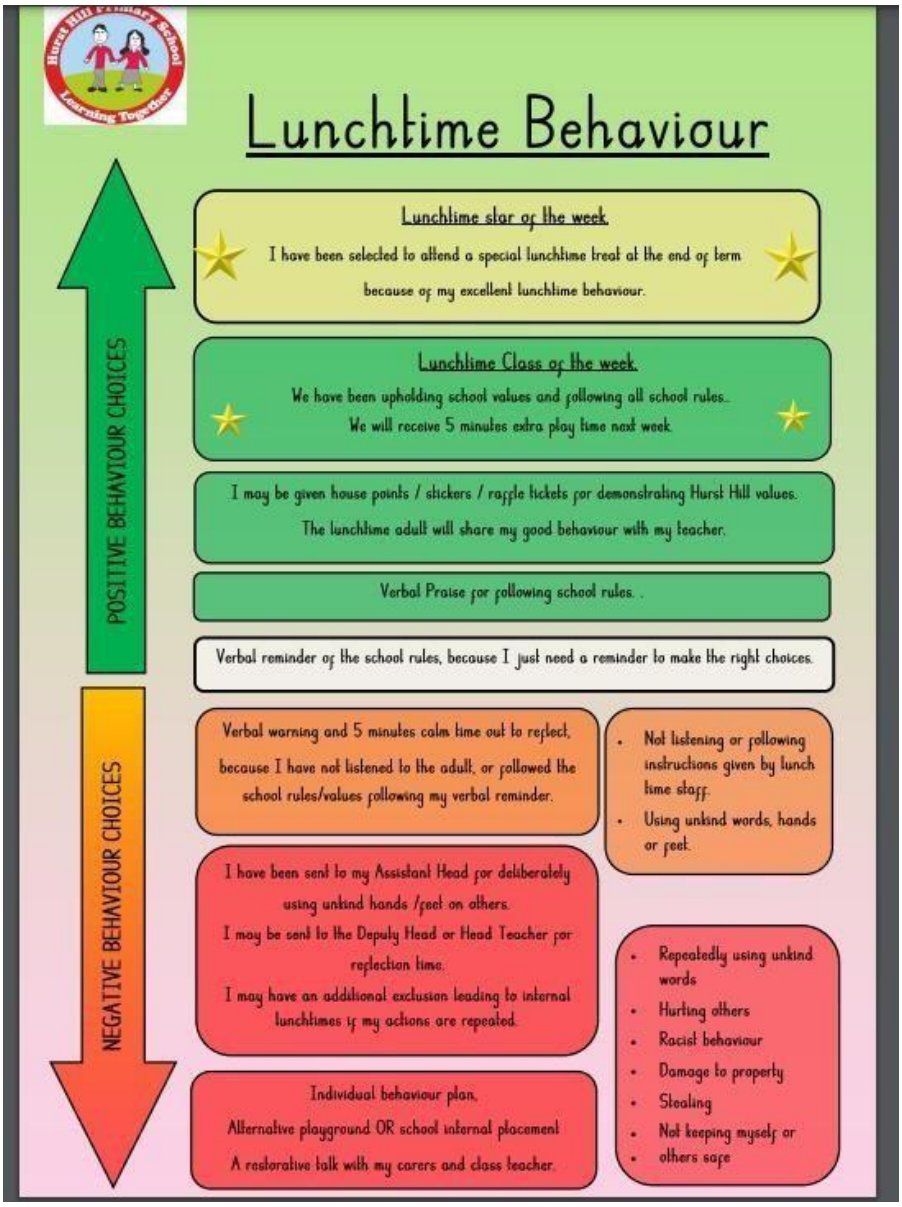
We also recognise that some pupils may need reasonable adjustments—for example, pupils with medical conditions or disabilities. Where appropriate, we will work with parents and carers to agree individual adaptations. Each case will be considered carefully, based on the needs of the pupil.

By working together to keep mobile phones and smart devices out of the school day, we help our pupils stay engaged, respectful, and ready to learn. Our Online Safety Policy includes more details.

Appendix 1: School Behaviour Poster



Appendix 2: School Behaviour Support Posters



Appendix 3: Relentless Routines

Consistent and positive application of the school behaviour principles leads to a culture linked to behaviour where expectations are known, understood and applied by all members of the school community. This is further supported within school by a number of clear and consistent routines that are explicitly taught, modelled, recognised and celebrated relentlessly by all members of our school staff. These routines are simple procedures that build behavioural norms across the school and promote self-discipline.

They are:

- **Warm Welcomes** - all adults will meet and greet pupils at the beginning of the day – there will be an adult at the door of every classroom to meet our pupils and ensure a warm welcome is provided to all;
- **Fantastic Walking** - All adults and children will follow 'Fantastic Walking' (Appendix 1) throughout the school site – at all times;
- **Legendary Lines** – Children will line up ready to enter classrooms/school facing forward and in silence;
- **Silent Stop** – All adults in school will use a consistent approach to gaining the attention of a group of pupils. Posters within all classrooms exemplify this routine.

Appendix 4: Visual Timetables

A visual timetable shows what is happening over a certain period of time in a visual way. It might use real photographs, cartoon pictures or symbols. It could show a short amount of time e.g. what is happening now and what is going to happen next or it could show longer periods, such as the plan for part of, or all of the day. Simply, a visual timetable shows the plan, in pictures.

Why use a visual timetable?

Children and young people with language difficulties and or social communication difficulties often have difficulties:

- Focusing their attention throughout the day
- Understanding their daily routine at home/school
- Moving (or transitioning) successfully and independently from one activity to another
- Remaining calm when they have to finish a preferred activity
- Remaining calm when they want to do an activity that they cannot do right now
- Coping with changes to their expected routine

How to Use a Visual Timetable

- At the beginning of the day, attach each symbol onto the visual timetable board with velcro/ blue tac in the order that it will be occurring throughout the day. At the beginning of the day/each session, explain the activities that will be taking place. Allow the pupil to ask any questions about the plan.
- Once each activity has been completed, return to the visual timetable and take the finished activity symbol off the visual timetable and place it in the 'finished' box/ envelope. This helps the pupil know where they are up to. It is important to be consistent with the timetable and to keep using it.

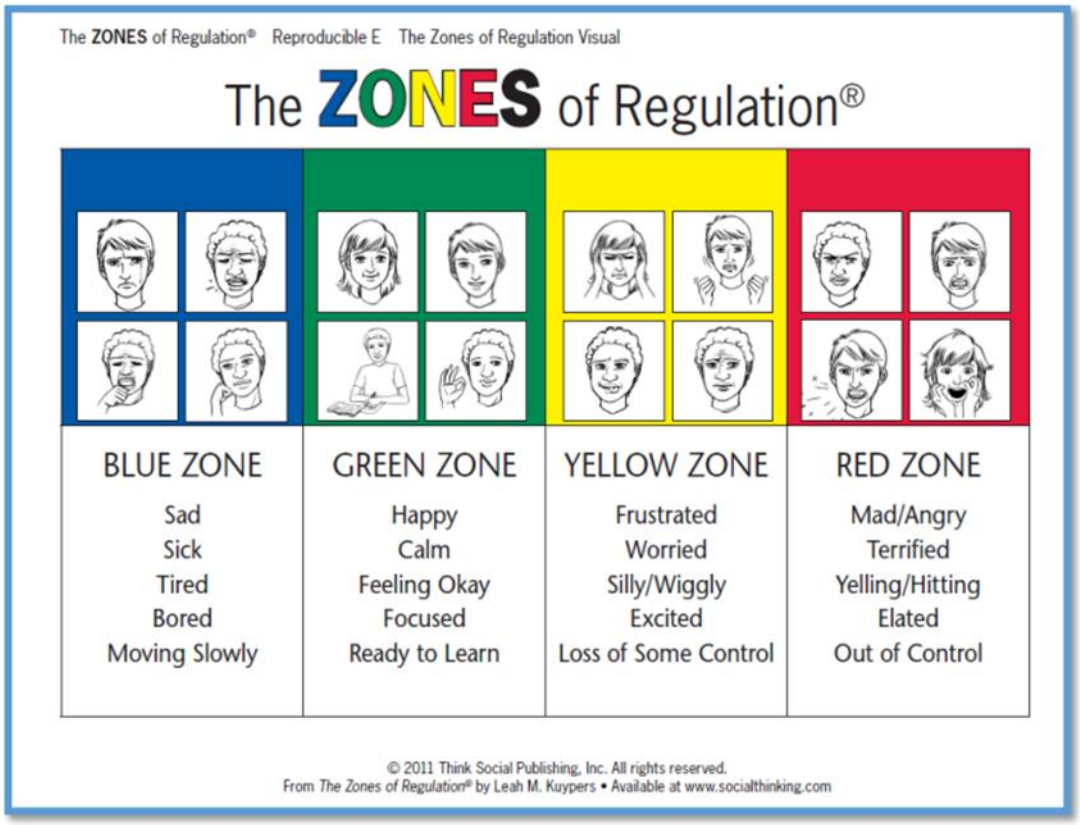
Our whole school visual classroom timetables

These are situated in every classroom either at the top or the bottom of the large interactive screen and are therefore visible to everyone in the class.

Now and Next Boards

A now and next board is a very much simplified visual timetable which has two activities or steps on it – what is happening now and what is happening next. This is useful for a child who isn't yet developmentally ready for a visual timetable; is learning the concept and vocabulary for 'now' and 'next'; or who has particular difficulty in moving from one activity to another.

Appendix 5: Zones of Regulation



Appendix 6: Behaviour Summary Table

Behaviour Summary Table			
Category	**Examples** (not an exhaustive list)	**Response**	**Possible Sanctions**
Isolated or rare low-level disruption	Not following the 3 behaviour principles – ready, respectful or safe, shouting out, answering back, lack of focus on their work, not following instructions	**Reminder**: of the 3 behaviour principles of Be Ready, Be Respectful, Be Safe; **Caution**: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue; **Last chance:** speak to pupil privately to give them a final opportunity to behave; **Reset time:** short time to one side for a few minutes to calm down and possible use of the Calm Corner within the classroom; **Repair and restore**: a conversation at break time/lunchtime or a more formal meeting (Appendix 3). This conversation may vary in length depending on the pupil, how reflective they are and how often the low-level behaviours occur.	• Reflection time at break or lunch. • Time in with class teacher or phase leader. • Community payback – sorting resources, sharpening pencils, litter pick etc. • Supervised movement to another class/area to work.
Persistent low-level disruption	Regular and repeated behaviours from the list above	**As above plus:** • Begin to log incidents on CPOMs. This can by in summary format rather than every single incident. • Raise concerns with parents and identify in class strategies to try (Parental communication 1) • If unsuccessful, discuss concerns and provision with phase leader, identify next steps in term of provision and support (Parental communication 2) • If behaviours persist over an extended period of time, staff should refer to the SEMH Pathway document and consider the use of an ABC record or behaviour chart. Chart should be shared with parents and a review date set (Parental communication 3) • Where concerns continue to remain, staff should liaise with the Assistant Headteacher for inclusion and further assessments may take place and next steps identified which could include: observations in the classroom; an Individual Target Plan (ITP); interventions, further support and/or engagement with support agencies (Ongoing parental communication for here on) • Pupil may be identified on our special educational needs and/or disability (SEND) register	• Any sanctions from those above or below • Checking in regularly with a senior leader to discuss progress towards targets and have on. • Potential loss of school club/representing the school (Please note - the school reserves the right not to refund costs where a pupil is withdrawn from an activity by the school on the basis of a pupil's breach of the school's behaviour policy.)

Unacceptable/ extreme behaviours	Child-on-child abuse; Violence towards staff; extreme verbal abuse; vandalism of school property, taunting, teasing and bullying; defiance; absconding	• Request support from another member of staff if the situation is not safe via 'Adult Support Needed' card.
		• Request further support from an Assistant Headteacher.
		• Assistant Headteacher will:
		  ○ ensure pupils and staff are safe;
		  ○ investigate the incident;
		  ○ communicate to teaching staff regarding next steps;
		  ○ issue appropriate sanction/follow up reflection;
		  ○ ensure that parents are communicated with (including any victims families);
		  ○ ensure the incident and response is recorded via CPOMS.
		• Ongoing discussion with Assistant Headteacher for inclusion, deputy and Headteacher regarding provision and next steps
		• Parental communication throughout the whole process
			• Time away from peers/ class
			• Time removed from the playground at break time and lunchtime;
			• PSP
			• TIP
			• Use of alternative provision
			• Managed move
			• Suspension
			• Exclusion

Appendix 7: The 30 Second Script

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower;
- State the behaviour observed and which rule it contravenes;
- Tell the learner the consequence, refer to previous good behaviour as model;
- Walk away from the learner, allow them time to decide what to do next. If there are comments, note them down to follow up later;

30 second script:

- I noticed you are...
- It was the rule about...
- You have chosen to...
- Do you remember last week when you….
- That is who I need to see today...
- Thank you for listening.

Reparation Meeting

- A reparation meeting with the teacher and pupil should take no longer than 5 minutes and cannot be delegated to a colleague.
- It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson.
- Reparation will give a platform to build relationships that change and improve behaviour for the long term.

A good reparation meeting features the use of the following questions stems

Choose from:

- What happened?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

If pupils do not open up:

- Ok, imagine if there were…
- 1-10 how angry were you?
- I can see that you aren't quite ready to talk…

Behaviour follow up is everything!

Appendix 8: Celebration of Good Behaviour

We notice, value and celebrate the positive behaviour choices made by pupils linked to our 3 behaviour principles. We particularly notice when children go above and beyond what we expect.

We reward this through positive recognition:

- verbal acknowledgement and praise to the pupil and their parents;
- written comments on work;
- rewarding pupils with stickers or house points (see Appendix 2);
- showcasing children's writing on the recognition boards within classrooms;
- thank you notes/positive postcards/phone calls home from teachers;
- thank you notes/positive postcards/phone calls home from senior leaders;
- Headteacher stickers/awards;
- ad hoc reward events such as raffles, author visit prizes and spot prizes and events;
- Skills Builder certificates to acknowledge specific skills demonstrated at a high level – these will be prompted by the Skills Builder leader throughout the school year;
- lunchtime supervisor awards;
- a dip into the "Priory Prize Pot" – this is a small reward token given to children on a weekly and ad hoc basis. Teachers select a member of their class who has adhered well to the school rules and the child gets to choose a small reward token. Recognition is provided at other times, for example, children adhering to the rules, entering assembly well, being sent to leaders as positive role models.
- teachers may have their own individual rewards and approaches in addition to those mentioned above, for example, specific approaches within our Sunflower provision.

Appendix 9: Responding to Misbehaviour

Behaviour Summary Table			
Category	**Examples** (not an exhaustive list)	**Response**	**Possible Sanctions**
Isolated or rare low-level disruption	Not following the 3 behaviour principles – ready, respectful or safe, shouting out, answering back, lack of focus on their work, not following instructions	**Reminder**: of the 3 behaviour principles of Be Ready, Be Respectful, Be Safe; **Caution**: clear 30 second scripted intervention, delivered privately, making the pupil aware of their behaviour and clear communication of the consequences if they continue; **Last chance:** speak to pupil privately to give them a final opportunity to behave; **Reset time:** short time to one side for a few minutes to calm down and possible use of the Calm Corner within the classroom; **Repair and restore**: a conversation at break time/lunchtime or a more formal meeting (Appendix 3). This conversation may vary in length depending on the pupil, how reflective they are and how often the low-level behaviours occur.	• Reflection time at break or lunch. • Time in with class teacher or phase leader. • Community payback – sorting resources, sharpening pencils, litter pick etc. • Supervised movement to another class/area to work.
Persistent low-level disruption	Regular and repeated behaviours from the list above	**As above plus:** • Begin to log incidents on CPOMs. This can by in summary format rather than every single incident. • Raise concerns with parents and identify in class strategies to try (Parental communication 1) • If unsuccessful, discuss concerns and provision with phase leader, identify next steps in term of provision and support (Parental communication 2) • If behaviours persist over an extended period of time, staff should refer to the SEMH Pathway document and consider the use of an ABC record or behaviour chart. Chart should be shared with parents and a review date set (Parental communication 3) • Where concerns continue to remain, staff should liaise with the Assistant Headteacher for inclusion and further assessments may take place and next steps identified which could include: observations in the classroom; an Individual Target Plan (ITP); interventions, further support and/or engagement with support agencies (Ongoing parental communication for here on) • Pupil may be identified on our special educational needs and/or disability (SEND) register	• Any sanctions from those above or below • Checking in regularly with a senior leader to discuss progress towards targets and have on. • Potential loss of school club/representing the school (Please note - the school reserves the right not to refund costs where a pupil is withdrawn from an activity by the school on the basis of a pupil's breach of the school's behaviour policy.)

Unacceptable/ extreme behaviours	Child-on-child abuse; Violence towards staff; extreme verbal abuse; vandalism of school property, taunting, teasing and bullying; defiance; absconding	• Request support from another member of staff if the situation is not safe via 'Adult Support Needed' card.
		• Request further support from an Assistant Headteacher.
		• Assistant Headteacher will:
		  ○ ensure pupils and staff are safe;
		  ○ investigate the incident;
		  ○ communicate to teaching staff regarding next steps;
		  ○ issue appropriate sanction/follow up reflection;
		  ○ ensure that parents are communicated with (including any victims families);
		  ○ ensure the incident and response is recorded via CPOMS.
		• Ongoing discussion with Assistant Headteacher for inclusion, deputy and Headteacher regarding provision and next steps
		• Parental communication throughout the whole process
			• Time away from peers/ class
			• Time removed from the playground at break time and lunchtime;
			• PSP
			• TIP
			• Use of alternative provision
			• Managed move
			• Suspension
			• Exclusion

Appendix 10: Investigating an incident

Guideline for Behaviour Incident Investigation

This guideline provides a clear, fair, and consistent process for investigating pupil behaviour. Its aim is to help staff understand incidents fully, support positive outcomes, and maintain a safe and respectful school environment. Investigations will be led by a member of the senior leader team and should be timely to avoid unnecessary stress, as well as ensure accuracy of information.

Staff should follow the principles of approaching behaviour concerns with empathy and a focus on development and ensure fairness and impartiality throughout the investigation.

1. Initial Response

- **Ensure Safety**: Immediately address any safety concerns for pupils and staff.
- **Stay Calm:** Approach the situation calmly and professionally.
- **Gather Basic Information**: Note the time, place, and those involved or witnessed the behaviour.

2. Collecting Information

- Speak with the Pupil(s) Involved:
- Ask open-ended questions to understand their perspective.
- Use a calm and non-confrontational tone.
- Allow the pupil to explain without interruption.

3. Interview Witnesses

- Speak privately to any witnesses, including other pupils and staff.
- Take note of differing accounts without making immediate judgments.

4. Review Evidence:

- Check for any relevant evidence such as CCTV footage, written reports, or digital communications.

5. Documentation

Record All Findings:

- Document the pupil's account, witness statements, and any physical or digital evidence.
- Include dates, times, and descriptions of incidents.
- Maintain Confidentiality: Share information only with relevant staff and adhere to school policies on data protection.

6. Assessment

- Consider Context:
- Consider the pupil's background, previous behaviour records, and any external factors.

7. Identify Patterns

- Look for recurring issues or triggers to better understand the behaviour.

- Apply School Policies:
- Reference the school's behaviour policy and code of conduct to evaluate the incident fairly.

8. Decision Making

Determine Appropriate Action:

- Decide on necessary interventions, support, or disciplinary measures based on the findings.
- Aim for restorative practices, when possible, to support positive change.

Involve Parents/Guardians:

- Inform parents or guardians when appropriate and involve them in follow-up actions.
- Plan Follow-up: Set a date to review the pupil's progress or the effectiveness of interventions.

9. Communication

- Report to Relevant Staff: Share the outcome and any required actions with teaching staff and pastoral teams.
- Provide Feedback to the Pupil: Communicate decisions and support clearly and constructively to the pupil involved.

10. Review and Reflection

- Monitor Behaviour: Keep track of the pupil's behaviour after the investigation to ensure improvement.
- Reflect on Procedures: Evaluate the context of the incident and make any required adjustments.

Appendix 11: Biting

We always promote positive behaviour and recognise that all behaviour is a form of communication. Biting, while upsetting, is a common developmental behaviour among young children. It may occur for several reasons, including:

- Difficulty expressing emotions such as frustration, anger, or excitement
- Teething or a need for oral stimulation
- Sensory processing needs
- Attention-seeking behaviour
- Environmental overstimulation
- Special Educational Needs and/or Disabilities (SEND)

We treat every child as an individual and work closely with families to meet their specific needs. In responding to biting incidents, staff aim to understand the cause, support all children involved, and implement strategies to prevent recurrence.

Safeguarding Oversight

All biting incidents will be reviewed by the Designated Safeguarding Lead (DSL) to determine whether they raise any safeguarding or welfare concerns, particularly where patterns emerge or

injuries are significant. The DSL will ensure all necessary follow-up actions align with the setting's Safeguarding Policy and statutory duties under Keeping Children Safe in Education (2025).

Preventative Strategies

To reduce the likelihood of biting, staff use the following proactive measures:

- Facilitate small group interactions when needed to ensure every child receives individual attention.
- Provide designated quiet, cosy spaces for children who may feel overwhelmed.
- Use stories, social stories, puppets, and emotional literacy activities to help children recognise and express their feelings.
- Offer chewable accessories for children who require oral sensory stimulation.
- Ensure vigilant and responsive staff who can identify and respond to individual behavioural cues.
- Maintain sufficient resources and duplicate toys where possible to minimize conflicts.
- Encourage positive behaviour through reinforcement and gentle coaching of social skills.
- Deliver annual training for all staff on behaviour management, infection control, safeguarding, and understanding of developmental behaviours such as biting. The Designated Safeguarding Lead (DSL) and Senior Leadership Team (SLT) are responsible for ensuring that all training is current, recorded, and reviewed in line with statutory requirements.
- Increase supervision of children who exhibit biting behaviours, which may not require one-to-one monitoring but can be targeted during specific times or by reducing large group activities.
- Provide significant encouragement for positive behaviour in children who bite, while avoiding excessive attention after incidents.
- Regularly assess routines to ensure they meet children's needs, offering engaging indoor and outdoor activities without long waiting times; group activities should be purposeful rather than serving as a holding strategy.
- Plan a sequence of activities designed to release frustration and promote calmness, such as outdoor physical play followed by calming sensory experiences like play dough or gloop.
- Create cosy areas for relaxation and provide activities that help relieve tension, including water play, sand digging, and sensory equipment.

For children with additional needs or frequent biting behaviour, staff will adapt strategies accordingly and may seek further advice from professionals or specialist services.

Responding to Biting Incidents

Recording, Reporting and Data Protection

All biting incidents will be recorded in accordance with setting procedures (e.g., accident forms, CPOMS). Records will include the date, time, location, and children involved, and will be stored securely under UK GDPR and the Data Protection Act 2018. Information will only be shared with relevant staff and parents/carers on a need-to-know basis**.**

When a Child is Bitten

1. **Immediate Response**

    - Comfort the child and provide emotional reassurance
    - Wear gloves and check for visible injury

- If the skin is broken, allow the wound to bleed gently, clean with warm water, and dress appropriately
- Monitor the area for signs of infection and consult with relevant medical staff if needed

2. **Reporting**

- Complete a MediTracker/Accident Form/Medical Book entry, including date, time, and inform the child's parents or carers. Where appropriate, a phone call will be made to inform the parent/carer after the incident and before collection time.
- Record the incident on CPOMS, including date, time, and names of children involved
- Designated first aider to be consulted if required

3. **Confidentiality**

The identity of the child who bit will not be disclosed to other parents, in order to protect the privacy and dignity of all children involved and to avoid potential conflict. However, parents/carers will be informed of the actions taken in response to the incident, without mentioning any names.

When a Child Bites Another Child

1. **Immediate Response**

- Speak to the child calmly, using positive, age-appropriate language
- Reassure the child if they are distressed and check for any injury
- Clearly explain that biting is not acceptable and can hurt others
- Encourage empathy by asking the child how they can help make the other child feel better

2. **Follow-Up Actions**

- Complete an incident form and inform the child's parents at the end of the session
- Observe the child to identify potential triggers (e.g., tiredness, frustration, sensory overload)

If biting continues:

- Arrange a meeting with the child's parents to develop a behaviour support plan
- The child may be discreetly shadowed by a staff member for short intervals (e.g. 10 minutes) to prevent incidents and gather behavioural observations
- Parents may be advised to seek further professional support if necessary

3. **SEND and High-Risk Cases**

- If biting is linked to SEND or repeated behaviour, a risk assessment will be completed. An individual risk assessment will identify triggers, control measures, and review timelines. The assessment will be reviewed regularly with input from the SENDCo, parents, and external professionals (if involved) to ensure measures remain proportionate and effective.
- Where appropriate, recommendations may include immunisation (e.g., hepatitis B) for staff or children in line with health advice
- Additional professional input may be sought to support the child and setting

When Skin is Broken or There Is a Risk of Infection

- If the skin is broken, follow first aid guidance: allow bleeding, clean with warm water, dress the wound. Seek advice from the designated first aider
- Parent/Carer to be informed and advice seeking medical attention

In cases involving potential blood-borne viruses (BBVs):
The Headteacher / Head of School must inform both sets of parents and recommend medical advice

- If a staff member with a BBV is bitten, appropriate reporting and safeguarding procedures will be followed
- Any biting incident resulting in hospital treatment will be reported under RIDDOR. Any biting incident resulting in an injury requiring hospital treatment, or where infection risk is significant, will be reported to the Health and Safety Executive (HSE) under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 2013). The DSL and SLT will ensure that all infection control guidance from UK Health Security Agency (UKHSA, formerly Public Health England) is followed.

If a Member of Staff is Bitten

- Assess the injury and administer first aid
- If the skin is broken, follow infection control procedures
- Seek advice or support from medical staff if needed
- Complete an Accident Report with the Office Manager and file it in the staff member's record
- If there is a known BBV risk, the staff member should seek immediate medical attention
- The incident should be reported to the Senior Leadership Team to determine any further steps
- Any biting incident resulting in hospital treatment will be reported under RIDDOR

SEND and Equality Duty

We are committed to meeting our obligations under the Equality Act 2010 and the SEND Code of Practice (2015). This means:

Reasonable Adjustments: We will make reasonable adjustments to ensure that children with Special Educational Needs and/or Disabilities (SEND) are not placed at a substantial disadvantage. This may include:

- Providing adult support during high-risk times.
- Offering alternative calming strategies or sensory resources.
- Adapting the environment to reduce triggers (e.g., quieter spaces, visual supports).
- Implementing personalised behaviour support plans in collaboration with parents and relevant professionals.

Inclusive Practice: All responses to biting incidents will consider the child's individual needs, developmental stage, and any identified SEND. We will avoid punitive measures and focus on supportive, restorative approaches.

Monitoring and Review: Behaviour support plans and risk assessments for children with SEND will be reviewed regularly to ensure effectiveness and fairness.

In line with our duties under the Equality Act 2010 and the SEND Code of Practice, we recognise that some behaviours, including biting, may be a form of communication for children with Special Educational Needs and Disabilities (SEND). We are committed to making reasonable adjustments to ensure that no child is placed at a substantial disadvantage due to a disability. This includes adapting our responses, interventions, and support strategies to meet individual needs. Our approach is

anticipatory and inclusive, ensuring that behaviour policies are applied with flexibility and understanding. We work closely with families, external professionals, and our SENDCo to ensure that any behavioural incidents are addressed in a way that is fair, proportionate, and supportive of the child's development and well-being. This policy aligns with our Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity, and foster good relations among all pupils.

Monitoring and Review

All biting incidents will be monitored termly by the Senior Leadership Team (SLT) and Designated Safeguarding Lead (DSL) to identify patterns, triggers, and evaluate the effectiveness of interventions. Behaviour support plans and risk assessments will be reviewed accordingly. This policy will be reviewed annually, or sooner if there are changes to statutory guidance (e.g. EYFS or KCSIE).

Working with Parents and Carers

We are committed to maintaining open, respectful communication with all families:

- Parents of the child who has bitten are supported to understand the behaviour and reassured that strategies are being implemented to help their child
- Parents of the child who has been bitten are informed promptly and reassured that the incident has been handled appropriately and confidentially
- Meetings will be arranged as needed to share updates and plans moving forward
- No blame is placed on the child or family; our focus is always on support and resolution

This policy complies with the Statutory Framework for the EYFS (2025), Keeping Children Safe in Education (2024), and relevant health and safety legislation

---

Biting is often a communication tool; we're here to help children find their words and express their needs in a safe way.

The guidance on biting should be read alongside the Behaviour Policy, Safeguarding Policy, and SEND Policy to ensure a consistent and legally compliant approach to behaviour management and child welfare.