



Holway Park CP School & Autism Centre

Behaviour & Relationships Policy

September 2026

Review September 2027

Holway Park
Behaviour and Relationship Policy
Behaviour for Learning

The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. The most effective way of encouraging good behaviour is to develop positive relationships between staff and children and to set high expectations of behaviour. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave.

At Holway Park School all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life. At the start of every school year the Class Code is agreed with the children. These are prominently displayed and referred to on a regular basis.

"It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour—training teachers to positively encourage learning behaviours and putting in place reward systems—rather than primarily focusing on punitive measures."- 2021- EEF Research

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring what the expectations mean through a variety of ways e.g. stories, PSHE, Think Like a Learner, discussions, Art, Trauma Informed School (TIS) activities, Forest School/Woodlands, educational trips etc. In this way, every child in the school knows the standard of behaviour that we expect from our pupils.

Aims of the policy:

- To create a culture of behaviour for learning & for community.
- To ensure that all learners are treated fairly, show respect and promote good relationships.
- To assist learners to take control of their behaviour and be responsible for the consequences of it.
- Building a community which values kindness, celebrates uniqueness and encourages respect.
- To promote community cohesion through improved relationships.

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioral expectations.
- Positively reinforces behavioral expectations.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interaction, PHSE curriculum, Successful Learning and TIF strategies.

Relationships

At Holway Park we know that developing and sustaining positive relationships is central to the success of our school. We believe that trusting, honest and caring relationships must exist between all members of the school community and most importantly between adults and children. Relationships must be authentic.

"Kind words are short and easy to speak but their echoes are endless" - Mother Theresa.

Everyone at Holway Park understands that they have a responsibility to support the growth of positive relationships, that sustained effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

Behaviour is a form of communication. Within the structure of our school there is someone who knows each pupil, their strengths and interests, the class teacher is the person who usually fulfils this role; however, we also have pastoral staff to support more complex relationships and needs.

The staff proactively support their pupils to respond well to influences in and out of school that could affect their behaviour. Staff who regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a significant impact. This could be as simple as asking about their weekend or how their football team is performing. Challenging experiences for pupils at home or in the community may negatively affect their ability to learn or cope with the school environment.

Protect

Our priority is to ensure that children are safe. This means not only physical safety but also within the relational environment. By creating a warm and calm environment that is consistent, we reduce stress for the child. We will not place children in situations that they cannot manage and focus on creating both physical and psychological safety.

- Ensuring that there are emotionally available adults in school and that children know who they are and where to find them.
- Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the gaze of other children.
- Adults are aware of facial mobilisation and are expected to present themselves as open, warm and engaged always.
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.

Relate

At Holway Park our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting optimal development associated with emotional

regulation, emotional intelligence, problem solving and ultimately learning. There are children in our school who, for many reasons, have not benefited from these positive relational experiences. When the teacher becomes aware of a negative change in circumstance, they should act to increase the number of positive influences or reduce the negative, perhaps through pastoral or ELSA support.

Regulate

At Holway Park we recognise that we have a duty to support children and adults in school to ensure that they are not left in toxic stress. Leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. One of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them. We are committed to doing this through the relationships we have with children and each other. We provide children with time with an adult who they trust to help them calm down, ready to reflect and by teaching children strategies to support them in self-regulation.

We have a meet and greet protocol where children are greeted at the point they enter the school grounds by teachers and at some entry points members of the SLT. Pastoral staff & the Headteacher also welcome the children as they move across the playgrounds to their classrooms where staff will welcome them into the classroom by name. Staff will preferably be standing at the classroom door to greet them and not sitting at their desks.

It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour. New staff, visitors and volunteers will be expected to read the policy, and training will be given to enable them to understand the principles upon which the practice is based.

Behaviour is everyone's responsibility. What you walk past you accept.

Consistency is the key to ensuring effective positive behaviour. Within our consistent culture of behaviour management, our staff will ensure:

- The use of consistent language and consistent response,
- A consistent follow up, ensuring certainty at classroom and school level,
- **All staff take responsibility for behaviour interventions.** Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied by all staff as well as following established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults
- Staff demonstrate consistent levels of emotional control i.e. to model and not just teach.
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values

All staff will:

- Meet and greet the children at the classroom door or gate.
- Establish relentless routines within the classroom setting- classroom code
- Model positive behaviours and build relationships.
- Use an approach that recognises positive behaviour throughout the day
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and talk through the behaviours we would like to see and establish how we can achieve this; Think like a Learner/Successful Learning strategies.
- Follow up every time, engage in reflective dialogue with learners.
- Never ignore, or walk past, behaviour that falls below the standard expected.

Management of behaviour is everyone's responsibility. All staff will engage, use positive reinforcement and support where appropriate.

Senior leaders:

Senior leaders will not deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show unified consistency.

Senior leaders will:

- Insist on a consistency in school that ripples through every interaction on behaviour.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs, support restorative, reflective conversations.
- Use behaviour data to assess school-wide behaviour policy and practice.
- Consistently follow up on any reported behaviour incidents and check CPOMs:
- Ensure 'consistency' runs through all levels of the school.
- Ensure the induction of new staff in this policy.

Supporting pupils with SEND:

However, universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.

"A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people immersed in their own difficulties"(Cornwall, John (2015). *'The Human Element in Education: Nurture, Self-Efficacy and the Psychology of Academic Inclusion.'* *Innovative Practice and Interventions for Children and Adolescents with Psychosocial Difficulties and Disorders*, 60-82)

As an inclusive school

Under the Equalities Act we also must ensure that we do not discriminate against a disabled pupil, this may mean that our disciplinary actions towards disabled pupils will be different from those for nondisabled pupils. The Equalities Act makes it very clear in section 2.1:

"It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

- A pupil with Asperger's Syndrome can sometimes act in a disruptive manner in class. The school does not take disciplinary action but uses agreed strategies to manage his/her behaviour. A non-disabled pupil who is also disruptive in class is sanctioned for his behaviour.***

This difference in treatment would not be direct discrimination against the non-disabled pupil."

"This may involve targeted interventions implemented by trained teachers; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs. For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved."- 2021 EEF research.

We should aim never to place a child in a situation that they are unable to manage, some children find unstructured times extremely difficult to manage successfully. It is important that we protect them from repeated failure at these times by arranging alternative lunch and break time provision or allowing them to watch PE sessions rather than participate or sit on a chair with a fidget toy in assembly time. (Trauma Informed Schools UK)

Expectations for managing behaviour of pupils with SEND:

- For pupils their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of their provision and something that we can help them understand and manage.
- All adults who will be teaching a group of pupils are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning education plans (IEPs) and use suggestions on these. Staff need to use these plans to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Please refer to either green or red scales. Equity is the aim for these high-needs pupils, a child's triggers for negative behaviour need to be on their individual red scales.

Supporting pupils with Social Emotional and Mental Health difficulties:

Where there is a need due to emotional difficulty or trauma in a child's life, we refer to additional intervention such as appropriate outreach, Trauma Informed Key Workers or groups

focusing on social skills and emotional literacy. This may also result in a need for a personalised support plan approach to supporting behaviour.

Rewards and Sanctions:

Pupils must be aware of the school rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school.

- These should be clearly displayed in each classroom.
- Pupils should expect fair and consistently applied sanctions for inappropriate behaviour.
- Holway Park's system is flexible to take account of the individual needs of the pupils.
- The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Recognition and rewards for effort:

At the heart of our behaviour management is recognising those children who manage to consistently meet behaviour expectations as well as those who go 'above and beyond' our standard high expectations.

Each class is encouraged to use the whole class reward system- diamonds, that are built in order to gain a reward such as diamond time each month. This is important as it builds a sense of togetherness and team.

General rewards for individuals who manage to consistently meet our high expectations:

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to the Headteacher or another member of SLT.

General rewards for individuals who go 'above and beyond' expectations:

- House points (1 at a time).
- Weekly 4S certificates
- Entry in the Sparkle Book
- Parents informed (text, phone call, secret post card from Headteacher)

House points should be awarded regularly and consistently by every member of staff when children are displaying Holway Park's expectations and values.

- Showing respect for themselves and others by holding doors, greeting members of staff, walking through the school in a calm manner, wearing correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.
- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal feedback on board and achieving them, displaying their best efforts in lessons, completion home reading.

Sanctions for poor behaviour:

It is vital that our responses to their often-challenging behaviour is supportive and focuses on how best to help the child to develop the brain's frontal lobe functions to be able to behave better in the future, rather than employing punitive sanctions that are detrimental and inappropriate to the child's neurocognitive and neuro chemical profile. *(Trauma Informed Schools UK)*

Pupils are appropriately held responsible for their inappropriate behaviour.

- Staff will deal with behaviour without delegating.
- Staff will always deliver sanctions calmly and with care, reflecting on and using the opportunity for learning.
- All staff should operate our step approach to sanctions, which allows pupils to identify the next consequence and how they can turn it around. Restorative conversations instead of shaming punishments foster social engagement in pupils instead of social defensiveness.
- Pupils for whom this approach is not appropriate will have an individual support plan detailing alternative and appropriate systems that work for them.
- Engagement with learning is always the primary aim.
- Most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed.

It is unusual for whole groups or classes to misbehave and therefore unreasonable to punish accordingly.

Inappropriate behaviour(s) can take many different forms and therefore can have many different degrees of seriousness. When managing inappropriate behaviour, the frequency and severity of incidents is investigated fully, to establish the nature of the difficulty, the level and challenge of work should be reviewed during this process.

Inappropriate behaviour is any behaviour that detracts from the pupil(s) learning and which cannot be strategically ignored. It is also any behaviour that puts at risk other pupils or that damages property belonging to a pupil, adult or to the school.

The steps below should always be followed through with care and consideration, taking individual needs into account where necessary.

STEPS		ACTION
1	Redirection	Gentle encouragement to stop unwanted behaviour, a 'hudge' in the right direction. State the behaviours you wish to see and refer to class and school rules, identify and praise pupils demonstrating these. If the behaviour continues move to step 2.
2.	Reminder	A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. If the behaviour continues move to step 3. If the behaviours displayed are those articulated as 'red', move directly to step 4 'Time With'.
3	Caution	A clear verbal caution delivered privately wherever possible , making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around.
4.	Time With	Speak to the learner privately for 5-10 minutes during their break or lunchtime and give them a final opportunity to modify their behaviour. It is imperative that this is conducted with the class teacher using restorative language (see below) If the behaviour continues move to step 5-phone call home.
5.	Phone Call home-class teacher	Should the learner persist with unwanted behaviour or if the same pupil has had 'time with' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. SLT informed and entry onto CPOMs.
6.	Formal Meeting	If there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week A meeting with the pupil, parents, teacher, Deputy Headteacher (delegated school behaviour lead) and SENCO if SEN to take place and recorded on CPOMs. A behaviour & support plan will be implemented and monitored.
7.	Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as: - • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with <u>deliberate intent</u>. In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. Any such behaviours demonstrated in class will result in the child moving immediately to Phone Call Home by class teacher.
REMEMBER IF YOU HAVE A PUPIL WITH AN INDIVIDUAL PLAN ENSURE YOU FOLLOW THE GUIDANCE		

Reflective Conversations (Time with):

This is to take place following an incident. This is to be conducted by the class teacher/ person leading the session.

It should be a coaching conversation for the pupil. The structure for the conversations:

WINE (I wonder-I imagine- I notice-empathy)

- I wonder if.... (eg- it felt like no one understood you)
- I imagine..... (eg- that was horrible when that happened)
- I notice.....
- After voicing your curiosity, eg will you help me understand always follow up with **empathy**
(empathy heals giving lectures to children shuts them down- think about your body language as well as your words)

A record of the conversation may be made on CPOMs depending on the severity of the incident.

Consistency of language:

Help me understand..... is always a good way in

Help me understand what happened

What were you thinking at the time?

How might this have made other people feel?

Who do think might/or has been affected?

What should/could we do to put things right?

How could we do things differently in the future?

Parents Involved (Phone call home):

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Children are more secure and confident when there is consistency between the child's care setting and their home.

Parents Involved (Meeting):

A meeting with the pupil, parents, teacher, Deputy Headteacher and SENCO will be called in the event of a persistent or serious breach of the school rules. These may also be called in the event that there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. Within the meeting a behaviour support plan will be implemented and monitored.

Dealing with serious incidents:

We have a duty and right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- It is a legal duty to make provisions to tackle all forms of bullying.
- Any form of serious assault on pupils or staff. E.g. Serious Assault on a pupil by another - require a referral to SLT- parents will be involved and appropriate action taken based on our understanding of the situation.

The school has statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute

Suspensions and permanent exclusions:

Please see Appendix 1

Use of reasonable force

Please see separate school policy on the use of reasonable force and physical restraint.

School grounds:

The children will be encouraged to be interested in the Holway Park School environment, showing respect by keeping it tidy and litter-free.

The playground:

Staff will be on duty at playtimes. Children should not be on the playground unsupervised. When the whistle/bell is sounded at the end of playtime, the children walk in quickly and quietly. Teachers should be in their classrooms promptly at the end of a break to welcome and settle their pupils.

Wet playtimes:

Staff will liaise with the Deputy Headteacher in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes.

Holway Park School Governors Behaviour Principles for Holway Park School

- Providing a safe, happy and positive climate for learning.
- Promoting equality and diversity.
- Relationships-The importance of knowing individual pupils well, so that staff know which factors might affect pupil behaviour

The role of the child

Children have the right to work, learn and play in a safe and supportive environment. They are expected to follow the school rules and codes. Pupils are expected and encouraged to show good manners and be polite at all times. **We want the children to realise that their behaviour affects others and that they must be encouraged to learn to be considerate and respectful individuals.**

The role of parents, carers and guardians

Parents and guardians have the right to know that their children work, learn, and play in a safe and supportive environment. We expect parents and carers to support their child's learning, and to co-operate with the school. **If the School has to use sanctions to manage a child's behaviour, then we expect parents and carers to support the actions of the school.**

The school will work hard to support children who experience difficulty and disabilities with their school day.

Parents/guardians will be expected to work with teachers and senior staff when improvement is required.

Parents/guardians must support their children by:

- Ensuring that they arrive in school in good time.
- Ensure regular attendance.

- Attend parent consultations and review meetings.
- Parents should also send their children into school wearing the correct uniform.

The role of all staff

Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. The class teacher has overall responsibility for all pupils in their class during the school day.

- Staff are expected to keep a positive atmosphere within the school and to praise and celebrate to improve behaviour.
- Staff should lead by example when talking with children and always encourage politeness and respect.
- The class teachers in Holway Park School have high expectations of all children's behaviour. They strive to ensure that all children work to the best of their ability by promoting positive behaviours for learning.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- Teachers should encourage pupils to be self-reflective of their own behaviours.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMs. The class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour becomes regular, disruptive and/or dangerous to the class, the class teacher seeks help and advice from the Deputy Headteacher (the delegated member of SLT with responsibility for behaviour) or the SENCO.
- The school SENCO will also offer support to staff for children who are on the SEN register.
- All staff including teaching assistants, midday care and support assistants, administration and office staff are responsible for implementing the policy and supporting the children in developing positive behaviours.

All staff ensure that children move around the school in a safe and orderly manner.

The role of Governors

The governing body has the responsibility of agreeing the general principles on standards of discipline and behaviour. The governors support the Headteacher in adhering to these guidelines. The Headteacher creates the school policy on Behaviour & Relationships taking into consideration the governing body principles. The governing body adopts the School Behaviour & Relationship policy.

For Mobile Phone and Anti racist issues please refer to separate Mobile Phone Policy & Anti Racist Policy

SUSPENSION AND PERMANENT SUSPENSIONS

We do *not* wish to suspend any child from school, but sometimes this may be necessary. Only the headteacher of the school can suspend a pupil and this must be 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), or permanently.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools and in some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England - July 2026

A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

"The headteacher's power to suspend or permanently exclude. This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school." 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 July 2026

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- 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 July 2026

The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher will only suspend a pupil or permanently exclude in response to a serious breach or persistent breaches of the school's behaviour policy where graduated responses & other strategies have failed; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher will as far as possible, avoid permanently excluding any pupil with an EHCP or a looked after child.

An internal exclusion or suspension may be issued consequently for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response '. Only the Headteacher has the power to exclude a child from the school.

Before taking such a step to suspend or permanently exclude (apart from very serious breaches) the Headteacher will have requested the Deputy Headteacher or SENCO has taken advice from the TDPC (Taunton Deane Partnership College) or the Area Inclusion Manager. We must ensure that the child does not have unmet or unrecognised attachment issues- we need to ensure that we have offered an emotionally available adult and put into place a prevention plan and actions.

If the Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. The Headteacher informs the Local Authority (LA) about any suspensions or permanent exclusions.

Serious Incident or Bullying Allegation Team

Bullying

A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment outcomes. Our school approach is to prevent and respond to bullying through establishing and maintaining high quality behaviour and relationships management throughout the whole school with support from parents and other stakeholders.

In situations of allegations of bullying, racism, or serious incidents the Headteacher will ask any of/or a combination of the following staff to investigate and report back to the Headteacher.

- Mrs. Martin- Deputy Headteacher
- Mrs. Hall - ASC Base SENCO
- Mrs Kidner - Mainstream SENCO
- Mrs. Bristow- PFSA
- Mr. Buckley- Pastoral Worker
- Mrs Knutt- ELSA & Trauma Informed Key Practitioner
- Miss Conway- ELSA

Pupils with Specific SEN or SEMH

Some children require additional support with their behaviour. In dealing with social, emotional and behavioural difficulties the following response is required:

For a child with persisting and concerning behavioural difficulties:

- complete appropriate ABCC charts over time
- SENCo/DHT analyses evidence to determine triggers to behaviours.
- talk to parents to determine if there is any explanation for the current behaviour.
- collate observations, strategies used and evidence.
- Staff should also consider if the behaviour gives cause to suspect that a child is suffering or is likely to suffer significant harm. (In this event follow the Safeguarding Policy).
- SENCO develops Red Scale Plan
- Individual Support Plan/Behaviour Contract

Where funding and capacity allow:

- More specific and individualised approaches identified through discussion with pupil, parents and school personnel including the provision of effective teaching and coaching of the necessary skills to access learning.
- Using flexible curriculum and personalised learning, including the appropriate use of rewards.
- Targeted support in lessons and where appropriate, unsupervised time, including clearly defined alternative provision.
- ELSA, Trauma Informed Key Worker or Pastoral support.

Child Support Systems in the event of escalating behavioural difficulties we may need to provide:

- Individual Behaviour Management Plan.
- Risk Assessment Plan.
- Temporary 1:1 support programme with significant adult if funding allows
- Parents and Carers Communication email diary.
- Personal Support plan (PSP)
- Referral to external agencies
- Access to Alternate Provision

SCREENING, SEARCHING AND CONFISCATING

The DfE guidance 'Searching, screening and confiscation' sets out the schools statutory powers. More detailed information can be found in the advice document (DfE-00034-2014).

Searching:

- School staff can search a pupil for any item if the pupil agrees, without parental consent.
- School staff can search pupils without consent where they have reasonable grounds for suspecting that a pupil may have a prohibited item. Prohibited items may include: knives or weapon, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Authorised staff can also search without consent for any item banned by the school, where this is explicit in the publicised school rules e.g. mobile phones.
- Searching a pupil (not their property) without consent must be done by staff of the same gender as the pupil and there must be a witness. Pupils will not be required to remove any clothing, except outer clothing.

Confiscating:

- School staff can 'seize' any prohibited item (listed above) found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.
- Where any article is thought to be a weapon it must be passed to the police.

DRUG- AND ALCOHOL-RELATED INCIDENTS

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carers should notify the school and follow the school's policy on supporting pupils with medical needs and administering medication.

The school will take very seriously misuse of any substances such as glue, other solvents, alcohol or drugs. The parents or carers of any child involved will always be notified. The DfE advice 'Screening, Searching and Confiscation' clearly sets out the schools' powers in relation to drugs, alcohol and other prohibited items. Any child who deliberately brings substances into school for the purpose of misuse will be given a suspension, and the police and social services will be informed. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Individual Behaviour Plans/Red Scale Plans

Some children will have an individual behaviour plan/Red Scale Plan and/or Individual Support Plan which will outline a planned response for that individual child to enable them to develop more positive behaviours and ensure that any incidents of inappropriate behaviour is dealt with quickly, calmly and safely.

A child will require an individual plan if their behaviour;

- Has unmet needs
- prevents themselves or others in the class from learning,
- prevents them from participating fully in all school activities,
- puts themselves and/or others in danger of harm, both physically or emotionally,
- their EHCP requires this.

This plan will ensure access to an emotionally available adult (this could be the class teacher and/or support staff). Staff working with this child will take into consideration PACE.

Playfulness

Acceptance

Curiosity

Empathy

The use of restrictive physical intervention is very rare and is wherever possible avoided. Any intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary and will seek to avoid injury to the pupil. We have a separate Physical Restraint Policy.

Parents will always be consulted when Individual Behaviour Plans/Red Scale Plans, Support Plans are written. Parents will be advised if and why staff have had to physically intervene.

Review September 2027