



Behaviour Policy



Harefield Primary School

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1 Introduction and Intent

At Harefield Primary we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

1.1 Our school Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing our PRIDE values, which are:

Prepared, Respectful, Involved, Determined, Everyday

1.2 Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.

Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.

Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

1.3 Inclusivity for all learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools.

1.4 DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to: Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school. By working together as a school community, we can ensure that Harefield Primary remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

2 Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

2.1 Communication to all

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation. Home-School Communication We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents,



guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development. This communication can be by

- Verbal discussion with the class teacher at the classroom door or with a member of SLT on the gate in the morning;
- An email into the school office;
- A request for a face-to-face meeting with a relevant member of staff;
- An agreed home/school communication book or note, which can be weekly or daily.

2.2 Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

2.3 A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

2.4 A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.

3 Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

3.1 Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour are:

Stage 1 - Universal Classroom Provision

- Reinforcement (rewards and motivation) and environment (group settings, classroom set-up) are followed alongside the School's Behaviour Policy
- Adaptation of planning/reasonable adjustments are considered to support engagement and motivation

Stage 2 – Early Intervention Support

- Targeted observations for behaviour may be carried out in class as appropriate and recorded, with some behaviours recorded on an ABCC sheet.
- Additional support can be given in the form of taught intervention to support identified need (e.g. Hamish and Milo, TalkAbout, Lego Therapy)

Stage 3 – Targeted Additional Support

- Continued collection of behaviour incident in class (ABCC)



- Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function.
- Engagement Model Assessment undertaken to support bespoke planning
- School ELSA Support where appropriate
- Consideration of multi- agency support / TAF / TAC / LA referral

Stage 4 – Targeted Intensive Additional Support

- Pupil Profile completed
- Behaviour response plan written
- Use of Risk Assessment to determine problem behaviours, frequency and severity. Emergency protocols for positions of danger
- Targeted new (behaviour) skills teaching as a result of Motivation Assessment and Engagement Model Assessment
- Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention
- Individual modifications to the curriculum to support engagement
- Weekly Record of Behaviours kept in order to monitor triggers and trends
- Consideration of request for statutory assessment and EHC Plan

Stage 5 – Further Provision Beyond Stage 4

- Education, Health and Care Plan (EHCP) reviewed annually
- Multi-professional planning and coordinated support

3.2 Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual or department. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses. All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Consistent minimum expectations

	Leaders	Staff	Pupils
At the start of the day	Pupils should be welcomed into school. This includes the SLT being visible at the gate.	Pupils should be welcomed into the classroom.	Pupils will welcome each other appropriately and respectfully.
On arrival	SLT will ensure that staff are fully briefed for the day so that they can be organised and prepared.	Adults will be organised for the day's teaching and learning in advance of pupils arriving.	Pupils walk calmly straight into the classroom. They put belongings away and start their early morning activity.
End of playtimes / end of lunch time	SLT will be a visible presence across the school at transition times. They will celebrate staff, leaders and learners whose effort	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.	Pupils will line up quietly and walk into class without talking. All pupils will return to their class at the end of playtime.



Transition	goes above and beyond expectations. Leaders will support staff in managing learners with more complex or entrenched negative behaviours. Leaders will regularly review provision for learners who fall beyond the range of written policies	Teachers will reiterate expectations to pupils at each transition.	Pupils are expected to walk calmly in the corridors without talking.
Playtimes/Lunchtimes		All staff, including MDS are proactive in responding to incidents, following this policy. Adults speak respectfully to children.	Pupils eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Pupils ensure they have cleared their space when they have finished eating. Pupils will act in a way that keeps themselves and others safe at all times. Pupils speak respectfully to staff. All pupils will return to their class at the end of lunch.
Toilets		Adults will make sure they monitor use of toilets to ensure pupils do not go in groups.	Pupils will ask before going to the toilet and will only go with permission. They will behave safely and sensibly in the toilets.
Lesson time		Pupils will work quietly enough that others are not disturbed. They will actively listen to instructions and follow them appropriately. They will follow all requests to keep themselves and others safe, including staying with their class.	Adults will make their expectations clear, both with the learning outcomes they expect and the learning behaviours they expect to see. They will make reasonable adjustments for pupils as appropriate.

Parents will:

- Show an interest in all that their child does in school and continue to educate their child at home on social expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make their child aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Inform the school of any changes in their child's circumstances which may result in changes to their behaviour.

3.3 Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this

Where pupils miss time from their playtime or lunchtime as a consequence, staff record this information within the Phase. This information is collated weekly by the Inclusion Lead and identifies patterns and trends each half term. The Headteacher oversees this data.



Where pupils miss a lunchtime as a consequence with the SLT/Pastoral Lead, they will record this information. SLT regularly monitor these trackers to see patterns and trends. When pupils miss a lunchtime as a consequence, parents are informed.

CPOMs is used to track all severe behaviour incidents, including incidents of racial or prejudicial language and child-on-child abuse. All incidents are monitored by the SLT, including the Headteacher who is the Designated Safeguarding Lead. Parents are informed of any incidents of severe behaviour and a meeting may be called to explore further.

Where pupils have an individual Behaviour Response Plan, their behaviour is monitored weekly. A record is kept of the number of incidents, potential triggers and how they are progressing with their targets. The Inclusion Lead monitors and reviews this weekly with the child.

All data collected is reviewed monthly by the Headteacher and Inclusion Lead. The support and actions for individual pupils may then be adapted as part of this review.

Staff receive a range of training in order to help them monitor and reflect on behaviour. This can include:

- Providing initial training and regular update training for Teachers, Teaching Assistants and Midday Supervisors on Managing Behaviour lead by the Hamwic Education Trust to ensure staff understand emotional behaviour, triggers and have strategies to manage it.
- Dedicated staff meeting time to discuss ongoing concerns and issues and problem-solve together.
- Providing more specialist training as appropriate to support the management of challenging behaviours (eg ASD, ADHD)
- Accessing Outreach Support for teachers who are managing pupils with very challenging behaviours
- Advice and access to other agencies via the Inclusion Lead
- Team Around the Child (TAC) and Team Around The Family (TAF) multi agency meetings for a coordinated response and support
- Behaviour Response Plans shared with ALL staff

4 School Systems and Social Norms

4.1 School Rules, Expectations, and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. These are outlined in our Infographics on our website and are regularly communicated to pupils, parents, and staff. At Harefield Primary we have four school rules which encapsulate our PRIDE values.

- We are safe.
- We are respectful.
- We actively listen.
- We work hard and try our best.

4.2 Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our disciplinary process is transparent, with pupils and parents being informed of consequences and the reasons behind them.

All adults can choose to use the following to positively support our school rules of being safe and respectful:

- Praise from adults and each other
- Stickers
- Either extra playtime or quiet activities in the classroom



- A message home on Marvellous Me
- Class points, e.g. marbles in a jar, working towards a class treat

Active listening and consistently trying their best can be celebrated through:

- Sharing good work in class and with other adults
- Sharing good work in Star Assembly
- Certificates/note home
- A message home on Marvellous Me
- A Headteacher Point for excellent work resulting in graded certificates (bronze, silver, gold, platinum)

Addressing inappropriate or unsafe behaviour needs to be considered alongside the rights of the child. Children's Rights cannot be earned or taken away. Rights will not be considered as a bargaining tool; they are unconditional. We hope that all pupils will develop responsible behaviours through respecting their rights and those of others. Where a pupil is not following our school rules all adults will:

Step 1 – Redirection	Positive reinforcement of other pupils around them A visual cue to the pupil that you want them to make a good choice.
Step 2 – Reminder	A reminder of the expectations delivered privately wherever possible. The adult will make the learner aware of their behaviour and the learner has a choice to do the right thing. Adults will praise pupils when they positively change their behaviour, acknowledging the positive change.
Step 3 – Consequence	The pupil is informed they will miss part of their playtime/lunchtime (see below). The pupil is given the opportunity to engage with the learning again and follow instructions. Consequence 1 = 5 minutes missed from next playtime/lunchtime Consequence 2 (if the behaviour continues) – 10 minutes of next playtime/lunchtime (KS2), 8 minutes of next playtime/lunchtime (YR R/KS1) Consequence 3 (if the behaviour continues) – 15 minutes of next playtime/lunchtime (KS2), 10 minutes of next playtime/lunchtime (YR R/KS1). Parents informed. If a pupil refuses to follow their time out consequence, they will be expected to take it with a member of SLT at lunchtime.
Step 4 – Follow Up Consequences	Non-negotiable behaviours at Harefield Primary are: <ul style="list-style-type: none"> • Sexist / racist / homophobic comment • Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult • Deliberate damage to school property • Being away from the rest of the class unattended If a pupil displays a non-negotiable behaviour they will automatically spend lunchtime with the SLT. Depending on the severity of the behaviours shown, the consequence may instead be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or the Deputy in their absence. This will also apply if a pupil refuses to follow their lunchtime consequence. The following non-negotiable behaviour will result in a suspension or permanent exclusion: <ul style="list-style-type: none"> • Physical aggression towards an adult • Repeated patterns of aggressive behaviour towards an adult / child • Deliberate and destructive behaviour

Note: If external suspensions are not deemed appropriate or are not leading to a significant change in a pupil's behaviour, it may be agreed with parents that an afterschool detention is more appropriate. The timings of this will be appropriate to the age of a pupil and in agreement with parents.

Note: If a pupil leaves out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. If a pupil leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

4.3 Restorative Conversations

If pupils reach Step 4, a restorative conversation is carried out. This may happen during the lunchtime with SLT/Pastoral worker or in the case of a suspension it may also be held during a reintegration meeting with parent/carer. It is important that this conversation is held with the adult involved or supported by an adult if it is between pupils, so that there is a strong connection made. Pupils can be asked:

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger pupils or pupils that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation as it does not necessarily reflect an understanding of the behaviour and isn't always helpful. Although actions have outcomes (consequences), pupils are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

4.4 Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences

4.5 Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

4.6 Use of Mobile Phones

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences. Pupils are asked to sign a mobile phone agreement before they can bring phones into school and breach of this will result in pupils being asked not to bring their phone into school.

We have produced a handy one-page infographic for parents to support us in communicating the rules and expectations to your son/daughter, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour. This is available to view on our website.



5 Behaviour Curriculum

5.1 Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our PRIDE values. We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises behaviours such as:

- Being safe
- Actively listening
- Being respectful
- Working hard and trying our best

5.2 Methods of Teaching Behaviour - A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

Explicit Instruction: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.

Positive Behaviour Support: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.

Modelling and Role-Modelling: Staff members model appropriate behaviours, serving as role models for pupils to emulate.

Parent and Community Engagement: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community. Some pupils may require a bespoke behaviour curriculum, in these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will coproduce the curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies: Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

6 Support and Intervention for Pupils

6.1 Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.

Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.

Inclusion Lead: Our Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.



6.2 Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect. These principles are outlined further in our Relationship Policy.

6.3 Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in Section 3 of this policy. Core aspects of pupil support are summarised below.

Time In Rather Than Time Out: Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours.

Universal Provision: Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes;

- Time to think
- Fiddle toys
- Individual work stations
- Supportive seating arrangements i.e. consideration of who to sit near and where
- Use of a calm/sensory box
- Adaptation to learning tasks to allow success

Use of ELSA/Nurture: We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills. *Small Group Interventions:* Small group interventions, such as 'Talk About' and 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication. We also use the Hamish and Milo intervention in small groups to teach specific skills such as self-regulation, friendship skills or self-worth. *Precision Teaching of Skills 1:1:* For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted BRP, which is closely tracked and monitored regularly.

Use of Outreach or Alternative Provision (AP): In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The Local Alternative Provision we use is The Compass School. We also work with the Southampton Virtual School for children who are Looked After or Previously Looked after

7 Pupil Transition and Development

7.1 Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably, and know what is expected of them. For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.



7.2 Return from Suspension

In cases where it has been necessary to use a suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

7.3 Reduced Timetables

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a person-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers, and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

7.4 Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Individual Education Plan (IEP), with a focus on their academic, emotional, and social development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

8 Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;

8.1 Targeted BRPs (Behaviour Response Plans)

Targeted Behaviour Response Plans (BRPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. BRPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

8.2 Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

8.3 Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential



risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

8.4 EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

9 Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence. Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.
- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

10 Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DofE) and follow a comprehensive set of policies and procedures.

10.1 DfE Guidance

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

10.2 Training for Staff



To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches. Training Provider The staff training is conducted by Securicare with expertise in dysregulation management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DofE guidance.

10.3 Medically Risk-Assessed Techniques

The safety and well-being of all individuals involved are paramount when considering the use of force or searches. Therefore, all techniques employed are medically risk-assessed to minimize any potential harm or injury to pupils or staff. Our school works closely with Securicare professionals to ensure that the techniques used are safe and appropriate for the age and physical condition of the individuals involved. More information can be found in the school's Physical Intervention Policy.

Our school's behaviour policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our PRIDE values, that will serve our pupils well in their academic pursuits and throughout their lives.

