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GLUSBURN COMMUNITY PRIMARY AND NURSERY SCHOOL

Behaviour Policy
Promoting positive relationships and communication.

Article 3: the best interests of the child must be a top priority in all decisions and actions that affect children.

Article 28: every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

This policy was adopted by the Governing Body on	SEPT 2025
This policy was reviewed on	SEPT 2026

This Policy is written in conjunction with:

- Keeping Children Safe in Education 2026
- Online Safety Policy regarding online behaviour and appropriate use of technology
- Mobile Phone Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- SEND Policy
- Mental Health and Wellbeing Policy (if applicable)

Our Intent

At Glusburn Community Primary and Nursery School, we believe all pupils are unique, and that our differences should be embraced and celebrated in a way which makes everyone feel valued and cared for. We strive to create a safe, calm and positive learning environment in which children can acquire the knowledge, skills and attributes to develop personally, socially and academically.

We aim to promote effective learning behaviours through our behaviour policy, and seek to encourage and praise effort, determination, perseverance and resilience.

We have studied evidence-based research from the Education Endowment Foundation, particularly the work of Ellis and Tod, which suggests that effective behaviour for learning should be developed in the following 3 areas:

Emotional learning behaviours: inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.
Social learning behaviours: pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying.
Cognitive learning behaviours: motivation, growth mindset, working memory/ cognitive load, and communication—improving through effective teacher-pupil dialogue, modelling.

Our behaviour policy prioritises development of the whole child and aims to equip children with essential life skills in caring for and valuing themselves, others and their environment. We want our children to:

• Learn about healthy relationships with peers
• Understand what bullying and harmful behaviour is, including harmful sexual behaviour
• Know what to do if they witness or experience bullying or harmful behaviour in any of its forms
• Develop emotional regulation skills and positive mental health
• Take responsibility for their choices and learn from mistakes
• Build resilience and a growth mindset

Our Environment and Culture

We want our school to be a caring and safe place where pupils, parents, staff and visitors feel warmly welcomed. All adults in school (including parents, staff and visitors) are expected to exemplify the school's values and learning behaviours in their own interactions and conduct, as we know that children learn from the examples they are set.

Consistent Expectations

Our rules, routines and expectations are established and followed consistently throughout the school to ensure equity of opportunity and experience for all.

Zero Tolerance of Harmful Behaviour

Bullying, harmful sexual behaviour, discrimination and prejudice-based abuse are not tolerated at Glusburn Community Primary and Nursery School. We proactively teach our children about friendship, kindness and respect through the exploration of our values of being ready, respectful and safe.

Curriculum for Personal Development

Our PSHE and RSE curricula are designed to:

• Encourage children to explore what makes everyone different and to celebrate our special and diverse community
• Teach children about the impact that kind words and actions can have
• Help children understand how unkind words and actions can affect a person's feelings and self-confidence
• Teach children how to recognise bullying behaviours and harmful sexual behaviour
• Equip children with knowledge about consent and appropriate boundaries
• Provide children with the skills to keep themselves safe in a wide range of contexts both within and outside school
• Teach children about healthy relationships, respect and equality
• Help children understand online safety, including the risks of sharing images and the dangers of harmful online content

Safeguarding Culture

We recognise that behaviour may be a symptom of underlying issues, including:
• Unmet special educational needs
• Mental health difficulties
• Experiences of trauma or abuse
• Safeguarding concerns

All staff are trained to recognise when behaviour may indicate a safeguarding concern and to report this to the Designated Safeguarding Lead immediately.

Mobile Phone-Free Environment

In line with DfE statutory guidance, our school operates as a mobile phone-free environment during the school day. Pupils do not have access to their mobile phones during school hours (including break and lunch times). This helps to:
• Minimise disruption to learning
• Reduce opportunities for cyber-bullying
• Prevent the making or sharing of nudes or semi-nudes
• Support positive face-to-face social interactions
• Protect pupils' wellbeing and mental health

Full details of our approach to mobile phones can be found in our Mobile Phone Policy.

Consequences and sanctions
Whilst our behaviour policy is based on proactive strategies to develop emotional, social and cognitive learning behaviours, we recognise that there are times when sanctions are needed to deter unacceptable behaviour. A key part of developing positive learning behaviours, is the ability to reflect on choices, decisions and consequences. Our sanctions are designed to promote children taking ownership and responsibility for actions, and to consider how their choices have affected themselves, others, and their learning. Sanctions are not used to shame or humiliate children, but should be viewed as an opportunity for reflection and learning.

Implementation
Our approach to establishing effective emotional, social and learning behaviour in school is consistent and fair, and the following procedures are implemented in all classes.

We have 3 short, memorable values that we expect all children to follow. These are displayed in all classrooms and referred to regularly.

Be Ready	(e.g. be ready to learn, listen to the adult who is talking)
Be Respectful	(e.g. do as asked first time, be kind)
Be Safe	(e.g. follow adult instruction, do not engage in unsafe behaviours)

Respect encompasses the friendship, care, empathy and thoughtfulness we want everyone to show towards each other every day. Safety relates to themselves and others and how we all have the right to feel safe and secure in the school environment. Being ready relates to the learning environment, and the need for everyone to be able to learn, without delay or disruption from others.

Being a **Rights Respecting School** also shapes our behaviour management. Every class draws up a class charter based on agreed rights, for example Article 28, “we have the right to an education”, and then lists how adults and children will respect this right. We emphasise the

ethos that rights, are linked with responsibility. If behaviour is understood in this way, there will be less need for rules and sanctions.

Non-verbal communication
We use a raised arm to signal when children should stop what they are doing, look at the adult and listen. This non-verbal signal is used by all members of staff.
Non-verbal children are supported in their understanding by the use of other visual prompts and Makaton signs.

How we proactively establish positive learning behaviours
We work collaboratively and consistently to create a culture in school where our values, and effective learning behaviours, are highly valued.
Children will be encouraged and praised for: living out our values in their daily school life; learning from mistakes; not giving up; helping others to learn; and challenging themselves.
In lessons, feedback and praise from teachers will be focused on learning behaviours, so that children can see first-hand that their effort, determination and commitment is being valued.

Inclusive Practice

We strive to provide equity of opportunity for all children and ensure that every child can achieve the very best they are capable of. We recognise that some pupils may require additional support or reasonable adjustments to help them meet our behaviour expectations.

Pupils with SEND

For pupils with special educational needs and/or disabilities (SEND), we will:
• Make reasonable adjustments to our behaviour policy and expectations, as required by the Equality Act 2010
• Consider whether the behaviour is a result of unmet needs or a communication of distress
• Work with parents, the SENCO, and external agencies to understand the pupil's needs
• Develop individual behaviour support plans where appropriate
• Provide additional support, resources, or adaptations to help the pupil succeed
• Use a graduated approach (Assess, Plan, Do, Review) to identify and address barriers to positive behaviour
• Consider whether the pupil needs an EHC needs assessment if current support is not sufficient

We recognise that pupils with SEND may experience greater challenges in regulating their emotions and behaviour, and we will respond with understanding, patience and appropriate support.

Examples of reasonable adjustments may include:
• Visual timetables and schedules
• Sensory breaks or movement breaks
• Quiet spaces to work or regulate emotions
• Additional adult support
• Adapted expectations for specific situations
• Pre-teaching of routines and expectations
• Use of social stories or comic strip conversations
• Alternative communication methods
• Modified consequences that are appropriate to the child's understanding

Social, Emotional and Mental Health (SEMH) Support

For children who require additional support to manage their social, emotional and mental health needs, we have:
• Staff trained in Mental Health First Aid
• Staff trained in Team Teach (positive handling strategies)
• A Learning Mentor who provides targeted support
• Access to Early Help services
• Links with CAMHS and other specialist services
• The My Happy Mind programme embedded across the school

We use a plan-do-review cycle to:
• **Assess** the pupil's needs (including baseline SEMH assessments where appropriate)
• **Plan** appropriate interventions and support
• **Do** - implement the support consistently
• **Review** the impact and adjust as needed

Multi-Agency Working

We work collaboratively with external agencies including:
• Educational psychologists
• Early Help Support Workers
• CAMHS (Child and Adolescent Mental Health Services)
• GPs and other health professionals
• Carers Resource
• Social care (where appropriate)
• Local authority SEND team
• Occupational therapists and speech and language therapists
•
Learning Mentor

Our Learning Mentor offers support to children and families to:
• Break down barriers to attendance and learning
• Promote positive learning attitudes, resilience and self-esteem
• Develop emotional regulation strategies
• Build positive relationships
• Support transitions (e.g., between classes, key stages, or schools)
• Provide a safe space to talk about worries and concerns
• Deliver targeted interventions (e.g., social skills groups, emotional literacy)
• Work with families to address barriers to engagement

Individual Behaviour Support Plans or Individual Risk assessment

For pupils who require additional support, we may develop an individual behaviour support plan or Individual Risk Assessment which:
• Identifies specific triggers and early warning signs
• Sets out strategies to prevent and de-escalate challenging behaviour
• Includes reasonable adjustments and support strategies
• Identifies key staff and their roles
• Includes positive behaviour strategies and motivators
• Is developed in partnership with the pupil, parents, and relevant professionals
• Is reviewed regularly (at least termly) and updated as needed
• Is shared with all staff working with the pupil

All staff working with the pupil will be made aware of the plan and trained in the agreed strategies.

Supporting Pupils with Mental Health Needs

We recognise that mental health problems can affect behaviour, and that behaviour may be a symptom of underlying mental health difficulties.

Warning Signs

Staff are trained to recognise potential warning signs of mental health problems, including:
- Significant changes in behaviour, mood or personality
- Becoming withdrawn or isolated
- Difficulty sleeping or changes in eating patterns
- Physical signs of self-harm
- Expressing suicidal thoughts or intentions
- Difficulty concentrating or drop in academic performance
- Increased anxiety or panic attacks
- Persistent low mood or tearfulness
- Excessive worry or fear
- Changes in friendship groups or social difficulties

Our Response

Where staff have concerns about a pupil's mental health, they will:
- Report concerns to the Designated Safeguarding Lead immediately
- Not attempt to diagnose mental health conditions
- Treat the pupil with compassion and understanding
- Make reasonable adjustments to support the pupil's needs
- Work with parents and external agencies to ensure appropriate support

Immediate Danger

If staff believe a pupil is in immediate danger of harming themselves or others, they will:
- Stay with the pupil and ensure they are safe
- Call 999 or take the pupil to A&E
- Inform the Designated Safeguarding Lead and parents immediately

Mental Health Support

We have staff trained as Mental Health First Aiders who can provide initial support and signpost to appropriate services. We work with:
- Our Mental Health Support Team (MHST)
- CAMHS (Child and Adolescent Mental Health Services)
- Early Help services
- School nurses
- GPs and other health professionals

We ensure that any mental health interventions we offer are safe, effective and appropriate for the child's needs.

Behaviour and Mental Health

When responding to behaviour that may be linked to mental health difficulties, we will:
- Consider the underlying causes and unmet needs
- Use a trauma-informed approach

• Make reasonable adjustments to our behaviour expectations where appropriate
• Focus on support rather than sanctions where this is in the child's best interests
• Balance the needs of the individual with the needs of the whole school community
• Work in partnership with parents and professionals
• Never use sanctions that could exacerbate mental health difficulties (e.g., isolation for an anxious child)

Young Carers

We recognise that young carers may face particular challenges in managing their behaviour and emotions due to their caring responsibilities.

We will:
• Be alert to signs that a pupil may be a young carer
• Recognise that caring responsibilities can impact behaviour, attendance, attainment and wellbeing
• Work sensitively with families to identify young carers early and provide appropriate support
• Make reasonable adjustments where possible to support young carers
• Signpost families to local young carers' services and support organisations
• Consider whether a young carer needs additional support through early help or other services

Pupils with Medical Conditions

We recognise that having a medical condition is not in itself an indicator that a child is at greater safeguarding risk. However, we understand that pupils with medical conditions may face specific barriers to positive behaviour.

We will:
• Work with parents and healthcare professionals to understand the pupil's needs
• Make reasonable adjustments where a medical condition affects behaviour
• Ensure all staff are aware of any medical conditions that may impact behaviour
• Follow our Supporting Pupils with Medical Conditions Policy
• Never use sanctions that could compromise a pupil's health or wellbeing

Rewards and Celebrations
Children will be rewarded through:

- Verbal Praise
- Recognition Board
- RRS raffle
- Whole class marble jar
- Headteacher awards

Development of self

We use the My Happy Mind programme to support children's emotional wellbeing and mental health. My Happy Mind is a whole-school approach that teaches children about:

- Meet Your Brain - Understanding how their brain works and how thoughts affect feelings and actions
- Celebrate - Recognising their strengths, celebrating achievements and developing a positive mindset
- Appreciate - Practising gratitude and appreciating the good things in life
- Relate - Building positive relationships and developing empathy and kindness

• Engage - Finding activities that bring joy and developing resilience
• Reflect - Taking time to pause, reflect and understand their emotions

Through My Happy Mind, children develop:
- Self-awareness and the ability to recognise and name their emotions
- Strategies to manage difficult feelings and build resilience
- A growth mindset and positive self-talk
- Skills to build and maintain healthy relationships
- Tools to support their own mental wellbeing

My Happy Mind is taught through dedicated weekly lessons and is embedded throughout our curriculum and daily school life. Children are equipped with practical techniques they can use independently to regulate their emotions and maintain positive mental health.

Staff receive regular training in My Happy Mind to ensure consistent implementation across the school and to support their own wellbeing.

Sanctions and Restorative Practise

Whilst our behaviour policy is based on proactive strategies to develop emotional, social and cognitive learning behaviours, we recognise that there are times when sanctions are needed to:

• Deter unacceptable behaviour
• Demonstrate that certain behaviours are not acceptable
• Protect the rights of all pupils to learn in a safe and calm environment
• Help pupils understand the consequences of their choices

Our Restorative Approach

A key part of developing positive learning behaviours is the ability to reflect on choices, decisions and consequences. Our sanctions are designed to:
• Promote children taking ownership and responsibility for their actions
• Help children consider how their choices have affected themselves, others, and their learning
• Repair harm and rebuild relationships
• Support children in making better choices in future

Sanctions are not used to shame or humiliate children, but should be viewed as an opportunity for reflection, learning and growth.

The Stepped Approach

We use a consistent, stepped approach to managing behaviour across the school:

Step 1: Positive Reinforcement

In the first instance, praising a child who is exemplifying the school rules and values should serve as a reminder to others. For example:
• "I can see that Aisha is ready to learn - she's sitting beautifully and looking this way"
• "Thank you to table 3 for being so respectful and listening carefully"
• "I love how Year 4 are walking quietly through the corridor"

Step 2: Non-Verbal Reminder

If behaviour continues, staff may use non-verbal reminders such as:
• Proximity - moving closer to the pupil
• Eye contact - a look that communicates expectations
• A gesture - e.g., finger to lips for quiet, pointing to the visual rules
• The raised arm signal - for whole class attention (all children stop, look and listen)

Non-verbal children are supported through visual prompts and Makaton signs.

Step 3: Verbal Reminder**

If the behaviour continues, the adult should give a clear, specific reminder using positive language:
•"(Child's name), I need you to (specific behaviour). Thank you."
• "Tom, I need you to put your pencil down and look this way please. Thank you."
• "Sarah, I need you to only walk in the classroom. Thank you."

The reminder should:
• Be calm and respectful
• Focus on the behaviour, not the child
• Be specific about what you want to see
• Assume compliance ("thank you" rather than "please")

Step 4: Warning (Stop and Think)

If the behaviour continues after a reminder, the child receives a clear warning with a choice:
• "(Child's name), I've asked you to (specific behaviour). I need you to stop and think. If you choose to carry on, then you will (consequence). It's your choice."
• "Tom, I've asked you to stop talking and listen. I need you to stop and think. If you choose to carry on talking, you will need to move to a different seat. It's your choice."

The warning should:
• Reference the previous reminder
• Use "stop and think" language to give the child a moment to regulate
• State the consequence clearly
• Emphasise choice and responsibility
• Be delivered calmly and respectfully

Step 5: Consequence

If the behaviour continues after a warning, the consequence is implemented. This may include:

In the classroom:
• Moving to a different seat in the classroom
• Moving to work at a table away from peers
• Completing work in a partner classroom for a short period
• Missing some golden time or a preferred activity

At playtime/lunchtime:
• Missing some or all of playtime/lunchtime
• Standing with an adult at playtime
• Walking with an adult instead of playing
• Time in **Reflection** (see below)

Activity-specific:

• Being removed from an activity (e.g., if consistently breaking rules in football, playing something else for a period of time)
• Sitting out of PE or other lesson for a short period
• Loss of privilege (e.g., being a class monitor, using certain equipment)

Restorative:
• Completing work during break time that wasn't completed due to off-task behaviour
• Helping to repair or clean something that was damaged
• Writing an apology or making amends

The consequence will be:
• Proportionate to the behaviour
• Appropriate to the child's age and understanding
• Implemented calmly and respectfully
• Explained clearly to the child
• Followed by an opportunity for restorative conversation

Reflection

In some cases, particularly for incidents occurring at lunchtime or where a child needs time and space to think about their choices, a child may be asked to spend time in Reflection with a member of staff.

What is Reflection?

Reflection is a supervised, calm space where children can:
• Take time away from the situation that led to the behaviour
• Calm down and regulate their emotions using strategies from My Happy Mind
• Have a restorative conversation with an adult about what happened
• Think about the impact of their choices on themselves and others
• Consider what they could do differently in future
• Make amends where appropriate
• Prepare to return to learning or play

Reflection is not:
• Isolation
• A place to be sent without adult support
• A substitute for addressing underlying needs

Where Does Reflection Take Place?

Reflection takes place in a designated quiet space with a member of staff. This may be:
• A designated reflection space
• With the Learning Mentor
• With a member of the Senior Leadership Team

Restorative Conversations

During reflection time, staff will have a restorative conversation with the child. The conversation is tailored to the child's age and understanding.

The focus of reflection is to help children:
• Learn from their mistakes
• Take responsibility for their actions

• Understand the impact on others
• Develop the skills to make better choices in future
• Repair relationships and make amends
• Build emotional regulation strategies

When Reflection is Used

Reflection may be used when:
• A child has repeatedly not followed reminders and warnings
• A child needs time to calm down before they can engage in learning or play
• An incident at lunchtime or playtime requires a restorative conversation
• A child's behaviour has impacted others and they need to understand this impact
• A child needs support to develop strategies to manage their behaviour
• A child has displayed behaviour that requires more than a standard consequence

Duration

The length of time in reflection will depend on:
• The child's age and needs
• The severity of the incident
• How long it takes for the child to calm and engage in conversation
• The time needed for a meaningful restorative conversation

Communication with Parents

Parents will be informed if their child has:
• Displayed behaviour that is out of character or concerning

Communication will be via:
• Phone call on the same day (for significant incidents)
• Face-to-face conversation at pick-up
• Dojo home

Staff will share:
• What happened
• What was discussed in the restorative conversation
• Any agreed next steps
• How parents can support at home
• Any strategies the child can use

Recording

All incidents requiring reflection will be recorded on CPOMs

Escalation

If reflection and restorative conversations are not having an impact, or if behaviour is escalating, the class teacher will:
• Speak with a member of the Senior Leadership Team
• Consider whether additional support is needed (e.g., SEMH assessment, individual behaviour plan, referral to Learning Mentor)
• Arrange a meeting with parents to discuss concerns and agree a plan
• Consider whether there are unmet needs or underlying issues affecting the behaviour (e.g., SEND, safeguarding concerns, mental health difficulties)

Communication with Parents

Positive Communication

We believe in celebrating success and communicating positive behaviour to parents regularly through:
• Verbal praise at pick-up
• Headteacher awards sent home
• Celebration in newsletters

Concerns About Behaviour

If there are concerns about a child's behaviour, staff will:

For minor, one-off incidents:
• Speak briefly with parents at pick-up
• Send a note or dojo home

For repeated incidents or patterns of concern:
• Arrange a meeting with parents to:
  - Discuss what's happening
  - Explore possible causes
  - Agree strategies to support the child
  - Set clear expectations
  - Arrange a review date

For serious incidents:
• Contact parents on the same day
• Arrange a meeting with a member of SLT
• Follow the procedures outlined in the "Serious Behaviour Incidents" section below

Parents are partners in managing behaviour, and we will work collaboratively to support every child to succeed.

Recording

All significant behaviour incidents will be recorded on CPOMs, including:
• What happened (objective facts, not opinions or assumptions)
• Where and when it happened
• Who was involved
• What action was taken
• Any restorative conversations
• Communication with parents
• Any patterns or concerns identified

This information is reviewed regularly by the Senior Leadership Team and the Designated Safeguarding Lead to identify:
• Pupils who may need additional support
• Patterns or trends (e.g., times of day, locations, triggers, specific relationships)
• Whether interventions are effective
• Whether there are safeguarding concerns
• Training needs for staff
• Whole-school patterns that may need addressing

Serious Behaviour Incidents

In extremely rare cases, a child's actions/ choices may result in the safety and wellbeing of themselves, or others being compromised. Any incident of bullying, racial or prejudicial abuse, or discrimination would fall into this category. In this situation, a member of the senior leadership team should be notified immediately in person who will then follow the following procedure:

First incident: Staff will immediately remove the child from the situation/location/setting. The class teacher will then contact the parents/carers and speak with them, explaining what has happened and what support the child requires to prevent a similar event from reoccurring. Any consequences will be decided at this meeting.

Second incident: Staff will immediately remove the child from the situation/location/setting. A member of the senior leadership team will then contact the parents and invite them to a meeting. A debrief will take place with the child and parent/carer. A review of the support that has been put in place previously will take place and adjusted accordingly. Any consequences will be decided at this meeting.

Third incident: Staff will immediately remove the child from the situation/location/setting. A member of the senior leadership team will then contact the parents and invite them to a meeting with the headteacher. A debrief will take place with the child and parent/carer. A review of the support that has been put in place previously will take place and adjusted accordingly. The parents/carers will be made aware that the child is now at risk of suspension from school.

Any consequences will be decided at this meeting.

Suspensions can be given for the following reasons:

- Physical assault of others (fighting, violent behaviour, wounding, obstruction or jostling)
- Verbal abuse / threatening behaviour towards others (threatening violence, aggressive behaviour, swearing, and harassment, verbal intimidation, carrying an offensive weapon)
- Bullying and Peer on Peer abuse (emotional, physical or cyber bullying)
- Racism (using words or actions that show prejudice or discrimination)
- Use of prejudice or derogatory terminology (homophobic/ LGBTQ+ abuse)
- Sexual misconduct (sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti) The school considers that harmful sexual behaviour also falls within this category.
- Drug and alcohol related (possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcoholic abuse, substance abuse)
- Damage (to school or personal property belonging to any member of the school community, vandalism, arson, graffiti)
- Theft (stealing school property, stealing personal property – pupil or adult, stealing from local shops on a school outing, selling and dealing in stolen property)
- Persistent disruptive behaviour (challenging behaviour, disobedience, persistent violation of school rules

The senior leadership team will monitor the frequency and type of behavioural incidents recorded for pupils and will work to provide appropriate support, tailored to the needs of each individual child and their circumstances. This will also be carried out in conjunction with the child protection policy when necessary.

The school has a separate Suspension and Exclusion Policy.

Harmful Sexual Behaviour and Child-on-Child Sexual Abuse

We recognise that harmful sexual behaviour (HSB) exists on a continuum, from inappropriate sexual language and touching through to sexual violence. All such behaviour is unacceptable and will be taken seriously.

What is Harmful Sexual Behaviour?

HSB is developmentally inappropriate sexual behaviour displayed by children and young people. It can include:
• Using sexually explicit words and phrases
• Inappropriate touching of self or others
• Exposing private parts
• Sexual violence or threats
• Making or sharing of nudes or semi-nudes (including AI-generated images or 'deepfakes')
• Sexual harassment (unwanted conduct of a sexual nature)
• Upskirting (taking a picture under someone's clothing without permission)
• Initiation/hazing type violence and rituals with a sexual element
• Sexual assault
• Any other behaviour of a sexual nature that makes others uncomfortable or unsafe

Understanding the Continuum

We understand that HSB exists on a continuum:
• Inappropriate sexual behaviour - e.g., using sexual language, inappropriate jokes
• Problematic sexual behaviour - e.g., repeated inappropriate touching, sharing sexual images
• Harmful sexual behaviour - e.g., sexual harassment, coercion, assault
• Violent sexual behaviour - e.g., rape, serious sexual assault

All points on this continuum are taken seriously, and early intervention is key to preventing escalation.

Our Response

All concerns or allegations of HSB will be:
• Taken seriously and never dismissed as 'banter', 'just growing up', or 'boys being boys'
• Reported immediately to the Designated Safeguarding Lead
• Recorded on CPOMs with full details
• Assessed to determine the appropriate response

The DSL will assess the incident and determine whether it requires:
• Managing internally through pastoral support and education
• Early Help intervention involving external agencies
• Referral to children's social care under child protection procedures
• Reporting to the police (for serious incidents)

Supporting All Pupils Involved

We will:
• Provide support for both the victim and the child who has displayed HSB
• Consider the context and any underlying factors (e.g., their own experiences of abuse, exposure to harmful content online, unmet needs)
• Work with parents and external agencies to provide appropriate interventions
• Take steps to protect the victim and prevent further incidents

• Consider whether the behaviour indicates wider safeguarding concerns
• Never make the victim feel they are the problem or need to change their behaviour

Support for Victims

Victims of HSB will receive:
• Immediate reassurance that they have done the right thing in reporting
• A safe space to talk about what happened
• Protection from further incidents (e.g., risk assessment, safety planning)
• Emotional support (e.g., counselling, trusted adult check-ins)
• Academic support if needed
• Regular monitoring of wellbeing

Support for Children Who Display HSB

Children who display HSB will receive:
• Assessment to understand the behaviour and underlying causes
• Education about appropriate boundaries, consent and respectful relationships
• Support to develop empathy and understand the impact of their behaviour
• Intervention tailored to their needs (which may include therapeutic support)
• Clear consequences appropriate to the behaviour
• Monitoring and review

Prevention Through Education

We teach children about:
• Healthy relationships and consent through our RSHE curriculum
• Respectful behaviour and boundaries - understanding personal space and appropriate touch
• Online safety - including the risks of sharing images, exposure to pornography, and harmful online content
• How to report concern - making it clear that they will be listened to and supported
• Body autonomy - understanding that their body belongs to them

Staff Training

All staff receive training to:
• Recognise HSB and understand the continuum
• Respond appropriately and without judgement
• Report concerns immediately to the DSL
• Support victims and children who display HSB
• Understand the link between HSB and other safeguarding concerns

For full details of our approach to child-on-child sexual abuse, see our Child Protection and Safeguarding Policy.

Use of Reasonable Force

All staff are aware of the regulations regarding the use of force by teachers as set out in Section 93, Education and Inspections Act 2006 and the DfE's guidance 'Use of reasonable force in schools' (July 2013).

Definition of Reasonable Force

Reasonable force means using no more force than is necessary for the least amount of time. The application of force will depend on the circumstances, including:

• The age and understanding of the pupil
• The pupil's special educational needs or disabilities
• The severity of the behaviour or consequences it is intended to prevent

When Reasonable Force May Be Used

Staff may use reasonable force to:
• Remove a disruptive pupil from the classroom or other area where they have refused to follow an instruction to do so
• Prevent a pupil from behaving in a way that disrupts a school event, trip or visit
• Prevent a pupil from leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
• Prevent a pupil from attacking a member of staff or another pupil
• Stop a fight in the playground
• Restrain a pupil at risk of harming themselves through physical outbursts

Our Approach

Teachers in our school do not hit, push or slap children. Staff only employ restrictive physical intervention as a last resort to prevent injury to a child, or if a child is in danger of hurting themselves or others.

De-escalation First

Before using reasonable force, staff will attempt to de-escalate the situation using:
• Calm, clear communication
• Distraction techniques
• Offering choices
• Removing other pupils from the situation
• Calling for additional adult support
• Using strategies from My Happy Mind to help the child regulate

Trained Staff

All staff have received training in de-escalation techniques. Some staff have received Team Teach training in positive handling strategies, which provides them with:
• Understanding of the legal framework
• De-escalation and prevention strategies
• Safe, approved physical intervention techniques
• Post-incident support strategies

Recording and Reporting

Any situation where physical restraint has been used is:
• Recorded on CPOMs with full details including:
  - Date, time and location
  - Names of staff and pupils involved
  - Description of the incident leading to the use of force
  - Description of the force used and for how long
  - The pupil's response
  - Outcome of the incident
• Reported to the Headteacher or a member of the Senior Leadership Team
• Shared with parents on the same day (or as soon as reasonably practicable)
• Reported to the Local Authority in line with their requirements

Review and Support

We will review any incident where reasonable force has been used to:
• Ensure it was necessary and proportionate
• Identify any lessons learned
• Consider whether additional support is needed for the pupil (e.g., individual behaviour plan, SEMH assessment, risk assessment)
• Provide support for any staff involved (e.g., debrief, emotional support)
• Consider whether there are patterns that need addressing

Further Guidance

For full details, see the DfE's guidance: 'Use of reasonable force in schools' (July 2013)
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Suspensions and Exclusion

As a school we avoid suspensions and exclusion wherever possible but sometimes this may be deemed necessary by Senior Leaders. There are two types of exclusion; suspensions are for a fixed period of time, allowing the school time to make reasonable adjustments to provision, to try to prevent the behaviours occurring again, and permanent exclusion, which would prevent the child returning to the school. The school has adopted the standard national list of reasons for exclusion, and the standard guidance found in the DfE document 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 (August 2024)

https://www.gov.uk/government/publications/school-exclusion

Only the Headteacher has the power to exclude a child from school. The Headteacher may suspend a child for one or more fixed term periods, up to a total of 45 days in any one school year. The Headteacher has the authority to issue a permanent exclusion if the circumstances warrant this. If a child is excluded, the Headteacher will inform the parent immediately, giving reasons for the exclusion. The Headteacher will also inform the Local Authority and the governing body of any exclusion. The Headteacher will also inform parents of how they can appeal the exclusion if they wish to the governing body. The governing body has a discipline committee who will consider any exclusion appeals on behalf of the governors.

Roles and Responsibilities

Governors
- Establish the guidelines on standards of discipline and behaviour, and to review their effectiveness
- Support the Headteacher in adhering to these guidelines
- Monitor the rate of suspensions and exclusions and ensure the policy is administered fairly and without discrimination
- Monitor behaviour data regularly to identify patterns and ensure appropriate support is in place
- Ensure the school is not engaging in off-rolling or other unlawful practices
- Have a discipline committee to consider any appeals in regard to suspensions and exclusions (see separate Suspension and Exclusion Policy)
- Ensure all staff receive appropriate training on behaviour management and safeguarding
- Challenge leaders about disproportionality in behaviour sanctions

Headteacher

- Consistently implementing the school behaviour policy under the School Standards and Framework Act 1998, by supporting staff and setting the standard of behaviour
- Reporting to the governors, when requested, on the policy and its effectiveness
- Ensuring the health, safety and welfare of all children in school
- Authorising staff to search pupils without consent where appropriate
- Deciding when suspension or exclusion is necessary (see separate Suspension and Exclusion Policy)
- Ensuring all staff are trained in this policy and in safeguarding
- Monitoring behaviour data and taking action to address concerns
- Working with parents and external agencies to support pupils with challenging behaviour
- Ensuring the school does not engage in off-rolling or other unlawful practices
- Promoting a whole-school culture of positive behaviour and wellbeing

Senior Leadership Team

The Senior Leadership Team is responsible for:
• Supporting the Headteacher in implementing this policy
• Modelling positive behaviour and relationships at all times
• Dealing with serious behaviour incidents
• Monitoring behaviour data and identifying patterns
• Providing support and guidance to staff
• Working with parents when serious concerns arise
• Liaising with external agencies
• Ensuring appropriate support is in place for pupils who need it
• Leading on specific areas (e.g., safeguarding, SEND, mental health)

Designated Safeguarding Lead (DSL)

The DSL is responsible for:
• Being informed of all serious behaviour incidents that may constitute safeguarding concerns
• Assessing whether behaviour incidents require referral to children's social care or the police
• Following the procedures set out in the Child Protection and Safeguarding Policy
• Providing advice and support to staff on safeguarding matters
• Working with external agencies to protect children
• Ensuring all behaviour incidents with a safeguarding element are appropriately recorded
• Monitoring patterns that may indicate safeguarding concerns

SENCO

The SENCO is responsible for:
• Supporting staff to identify and meet the needs of pupils with SEND
• Advising on reasonable adjustments to behaviour expectations
• Developing individual behaviour support plans where appropriate
• Liaising with external agencies (e.g., educational psychologists)
• Monitoring whether pupils with SEND are disproportionately affected by sanctions
• Ensuring staff understand how SEND can affect behaviour
• Supporting the graduated approach (Assess, Plan, Do, Review)

Class Teachers

Class teachers are responsible for:

• Managing the provision for all children within their class and making reasonable adjustments for SEND pupils
• Ensuring the school rules are enforced fairly and consistently with all children
• Teaching the rules so that children have good attitudes to learning and are able to work collaboratively and become fully functioning members of the school community
• Being mindful of their body language and facial expressions
• Speaking to children with respect and courtesy at all times
• Having high expectations of all children with regard to behaviour, and striving to ensure that all children work to the best of their ability
• Recording any significant behaviour incidents on CPOMs
• Speaking to parents following incidents or repeated incidents of unacceptable behaviour
• Seeking additional support and guidance from SLT, SENCO or DSL where appropriate
• Liaising with external agencies, when appropriate, to support any child within their care
• Having discussions with parents about progress or concerns about a child in their class
• Modelling good behaviours, respect and manners at all times, ensuring all communication is positive and appropriate
• Ensuring transitions between activities and buildings are orderly
• Using non-verbal signals to gain children's attention
• Promoting positive interactions in all areas of the school
• Being actively engaged in learning and having a professional manner and appearance at all times
• Teaching and reinforcing My Happy Mind strategies
• Implementing individual behaviour support plans consistently

All Staff (including Support Staff, MSAs, Office Staff)

All staff are responsible for:
• Modelling good behaviour, respect and manners at all times
• Enforcing school rules fairly and consistently
• Challenging inappropriate behaviour
• Reporting safeguarding concerns to the DSL immediately
• Recording significant behaviour incidents on CPOMs
• Treating all pupils with respect and dignity
• Using positive, respectful language
• Supporting pupils to regulate their emotions using My Happy Mind strategies
• Communicating positively with parents
• Maintaining confidentiality
• Attending training on behaviour management and safeguarding

Learning Mentor

The Learning Mentor is responsible for:
• Providing targeted support for pupils with social, emotional and mental health needs
• Delivering interventions to support positive behaviour
• Working with families to address barriers to engagement
• Supporting pupils through transitions
• Providing a safe space for pupils to talk about worries and concerns
• Liaising with external agencies
• Supporting the implementation of individual behaviour support plans
• Monitoring the impact of interventions

Parents

Parents are expected to:

• Work in partnership with school, so that children receive consistent messages about how to behave at home, school and within the community
• Model good behaviours, respect and manners at all times, ensuring all communication is positive and appropriate
• Read and explain the school rules to their child
• Support their child's learning and co-operate with the school
• Ensure their child has the correct uniform and equipment at school
• Engage proactively and speak with school staff over any issues or concerns
• Support school in any consequences which have been applied to their child/ren
• Attend meetings when invited to discuss behaviour concerns
• Work with school to implement strategies at home
• Inform school of any changes at home that may affect their child's behaviour
• Support their child to use My Happy Mind strategies at home

Pupils

Pupils are expected to:
• Follow the school rules and expectations:
  - **Be Ready**
  - **Be Respectful**
  - **Be Safe**
• Treat others with kindness and respect
• Take responsibility for their choices and actions
• Learn from mistakes
• Use My Happy Mind strategies to manage their emotions
• Report concerns about bullying or harmful behaviour to an adult
• Support their peers to make good choices
• Take pride in their school and their learning
• Engage positively with support offered to them

This policy links to the following policies:

• Child Protection and Safeguarding Policy– for procedures when behaviour constitutes a safeguarding concern, including harmful sexual behaviour
• Suspension and Exclusion Policy – for full details of suspension and exclusion procedures
• Anti-bullying Policy – for our approach to preventing and responding to bullying
• Mobile Phone Policy – for our approach to creating a mobile phone-free environment
• Online Safety Policy – for our approach to filtering, monitoring and teaching children about online risks
• SEND Policy – for our approach to identifying and supporting pupils with special educational needs
• Supporting Pupils with Medical Conditions Policy – for our approach to supporting pupils with medical needs
• RSHE Policy – for how we teach children about healthy relationships, consent, and staying safe
• Equality Policy – for our commitment to treating all pupils fairly and without discrimination
• Attendance Policy – for our approach to promoting good attendance