Behaviour Policy

Reviewed on	2026/27, Term 1	Review frequency	Annual
Next review due	2027/28, Term 1	Template Yes / No	Yes
Owner	Strategic Lead – SEND Provision and Achievement (Behaviour)	Approved by	Board of Trustees

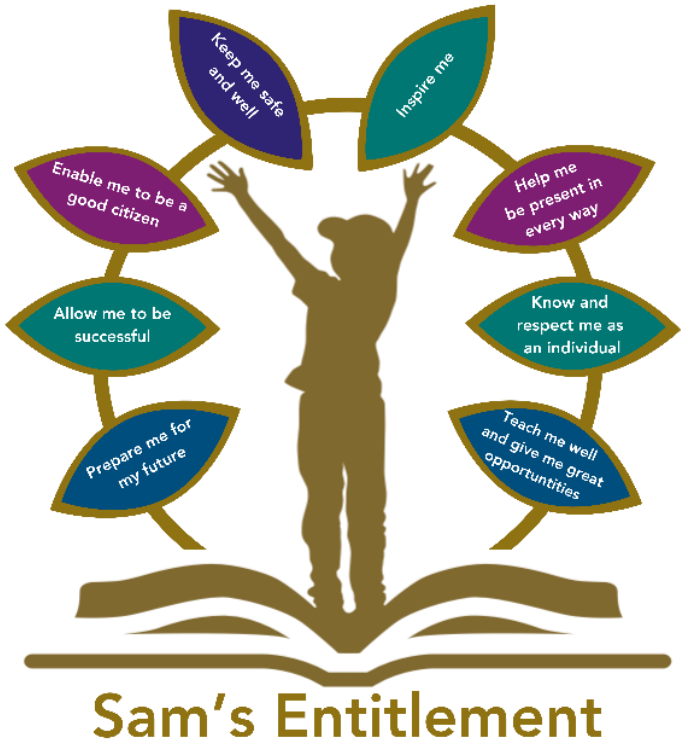
History of Policy Changes

Date	Page	Change	Origin of Change
Sep 26	Item 4 Leadership and Management of Behaviour. Intro para	Removal of repeated phrase. Change of wording.	Annual Review
	Item 5 School Systems and Social Norms Intro para	Removal of repeated phrase.	
	Item 5 School Systems and Social Norms Sub para Communication	Change of wording for clarity.	
	Item 5 School Systems and Social Norms Sub para Mobile Phones	Change of wording and link to mobile phone policy.	
	Item 7 Support and intervention for pupils.	Additional information to sub para 'use of outreach and alternative provision.'	In line with DFE guidance.
	Item 9 Expectations and Reasonable adjustments for pupils with SEND Sub para IEP	Change of wording for clarity.	Annual Review
	Item 11 Powers to Search	Additional para added.	
Apr 26	Item 11, Use of Force, Restrictive Interventions and Powers to Search	Change of title from Use of force and powers to search – DFE guidance	DFE restrictive interventions from April 2026
	Item 11, Use of Force, Restrictive Interventions and Powers to Search	Added sections to comply with updated guidance. Sub paras added: Principles and Legal Framework Definitions Seclusion Prevention, De-escalation and Least-Restrictive Practice Statutory Recording and Reporting Duties Recording incidents Governance, Oversight and Monitoring	DFE restrictive interventions from April 2026
June 25	All	References to Governing body changed to Local Governing Committee (LGC)	Annual Review
	All	References to Headteacher changed to School Leader	
	Item 6, School Systems and Social Norms, sub para 'Communication'	Addition of reference to 'Regulation' and inclusion of DfE Guidance re "promptly, predictably and assertively"	
		Additional paragraph with reference to Infographic	
	Item 6, School Systems and Social Norms, sub para 'Consequences'	Changed to sub para 'Rewards and Consequences – Fair and Transparent'	
	Item 6, School Systems and Social Norms, sub para 'Use of Mobile Phones'	2nd para relocated	

	Item 8, Support and Intervention for Pupils, sub para 'Universal Provision'	Outline of support that HET provides to pupils with additional needs, in addition to universal provision	
	Item 9, Pupil Transition and Development, sub para 'Reduced Timetables'	Removed to comply with DfE guidance. Relocated paragraph in relation to Alternative Provision (no change to content)	
	Item 10, Expects and Reasonable Adjustments for Pupils with SEND, sub para 'Targeted Individual Behaviour Plans'	Changed to 'Targeted Individual Education Plans'	
	Item 10, Expects and Reasonable Adjustments for Pupils with SEND	Addition of paragraph relating to Behaviour Response Plans.	
	Item 12, Use of Force and Powers to Search (Training Provider)	More information can be found in the (local) school's Physical Intervention Policy.	

Definitions 2
Statutory Recording and Reporting Duties 2
1. Introduction 6
2. Definitions 6
3. Behaviour Policy 7
Introduction & Intent 7
Creating a Safe Environment 8
Inclusivity for All Learners 9
DfE's Guidance on Minimum Expectations of Behaviour 9
Relationships 9
Communication to All 9
Home-School Communication 10
Joint Working with Agencies 10
A Joined-Up and Community Approach 10
A Fair and Transparent Approach 10
4. Leadership and Management of Behaviour 11
Graduated Response to Behaviour 11
Distributed Leadership of Behaviour 12
Monitoring and Evaluation of Behaviour 12
5. School Systems and Social Norms 12
School Rules, Expectations, Routines, and Regulation 12
Communication 14
Rewards and Consequences – Fair and Transparent 16
Online Behaviour of Pupils 17
Off-Site Behaviour of Pupils 17
Use of Mobile Phones 17
6. Behaviour Curriculum 17
Behaviours Linked to Our Values 17
Methods of Teaching Behaviour: A School-Wide Approach 18
Assemblies 18
7. Support and Intervention for Pupils 18
Staff Roles in Supporting Behaviour 18
Emotionally Available Adults 19
Identification of Pupils for Targeted Support 19
Time In Rather Than Time Out 19
Universal Provision 19
8. Pupil Transition and Development 20
Induction and Reintroduction 20

Return from suspensions 21
9. Expectations and Reasonable Adjustments for Pupils with SEND 21
Targeted IEPs (Individual Education Plans) 21
Provision Mapping (for Behaviour) 21
Behaviour response plans (BRPs) 21
Risk Assessments 22
EHCPs (Education, Health, and Care Plans) 22
10. Child-on-Child Abuse 22
11. Use of Force, Restrictive Interventions and Powers to Search 23
Principles and Legal Framework 23
Definitions 23
Prevention, De-escalation and Least-Restrictive Practice 24
Statutory Recording and Reporting Duties 24
Recording incidents 24
Reporting incidents to parents/carers 25
Power to search 25
12. Governance, Oversight and Monitoring 26
13. Monitoring & Review 26
14. Link to other HET policies (in alphabetical order) 26



1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

This policy sets out how the school aims to provides 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.

2. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or HET in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.

3. Behaviour Policy

Introduction & Intent

At Gatcombe Park Primary School 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.

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 these values, which include:



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.

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.

DfE's Guidance on Minimum Expectations of Behaviour

At Gatcombe Park Primary School, we are fully committed to upholding the DfE's guidance on the minimum expectations of behaviour in all schools. Our behaviour policy is designed to foster a safe, respectful, and inclusive learning environment where every pupil can thrive.

We are dedicated to:

- Setting clear and consistent expectations for behaviour, ensuring that all staff respond to misbehaviour promptly, predictably, and assertively in order to protect pupils and the learning environment, improve conduct, and deter future misbehaviour.
- Applying fair and proportionate consequences that support learning and pupil development, in line with DfE guidelines.
- Creating a positive and structured school culture that nurtures pupils' personal growth, social skills, and emotional wellbeing.
- Working in partnership with parents, carers, and the wider community to promote shared responsibility for maintaining high standards of behaviour.

By working together as a school community, we ensure that Gatcombe Park Primary School remains a place where all learners feel safe, respected, and empowered to reach their full potential.

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.

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.

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.

Parents may communicate with staff using the following methods:

- Catch a staff member at the end of the school day for a brief discussion. This will depend on the teacher's availability.
- Send an email to the admin team.
- Call the school office to leave a message or speak with staff.
- Arrange an appointment for a more in-depth conversation. This can be made either by speaking to the class teacher at the end of the day or booking it with the school office

Escalation Process:

To address concerns efficiently, parents should follow this escalation process:

The first point of contact should always be the class teacher.
If the issue cannot be resolved at the class teacher level, parents may then contact a member of the Senior Leadership Team (SLT). SLT members can be identified on our school website.

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 in our school.

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.

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 safeguarding and well-being of the pupil at the forefront of our actions.

4. Leadership and Management of Behaviour

The leadership and management of behaviour are integral to achieving our goal of a safe and inclusive space for learning. Our approach is based on the principles of the HET's Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

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 can be found here.

These are the stages that we follow in response or identification of Behaviour need.

Stage 1: Universal (Quality First Response)
Positive framing
Clear expectations of Gatcombe routines
Clear reminders
Redirection
Clear modelling
Praise of expected behaviour
House points for positive behaviour
Achievements book

Stage 2: Low-Level Behaviour
Strike issued (KS1/KS2)
Offered clear choices to prevent further strikes
Recorded in class log
Re-teaching expectations
Brief restorative conversation

Stage 3: Repeated Behaviour
Payback issued
Reflection and restorative conversation
Parents informed
Logged on CPOMs

Stage 4: Persistent Behaviour
Multiple paybacks/reset days tracked (If these are logged, the school will engage with the Graduated Behaviour Response, Appendix 1)
Increased parental involvement
Reset Day (internal removal)
Detentions after school (with parents in attendance)

Stage 5: Serious Behaviour
Includes:
Physical aggression
Verbal abuse
Damage to equipment or property
Bullying

Racial abuse
Persistent or disruptive behaviour
Responses may include:
Removal from class
Internal exclusion
Behaviour plans / external support
Suspension if required
Detentions after school (with parents in attendance)
Part-time timetable
Permanent Exclusion
Staff will respond promptly, predictably and assertively at every stage.
At all stages parents/carers will be part of the process and work with the school to improve and support the behaviour of the child.

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.

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:

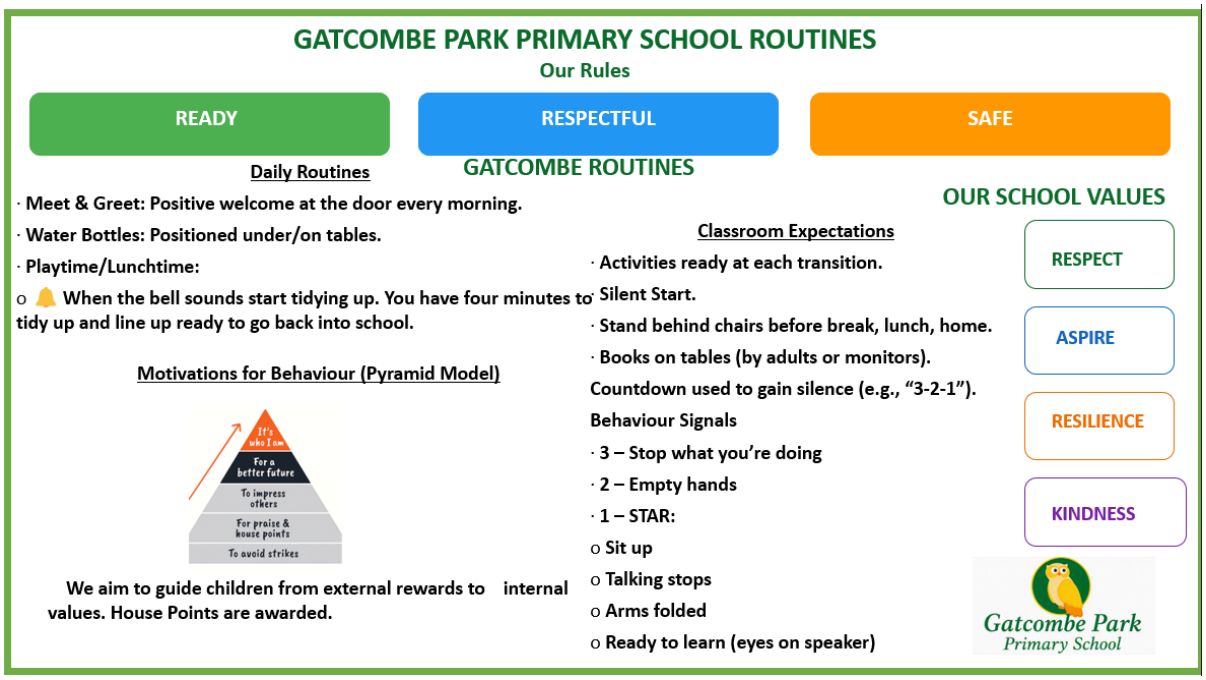
Data Collection
Observation
Regular Review Meetings
Surveys and Feedback
Professional Development

5. School Systems and Social Norms

School Rules, Expectations, Routines, and Regulation

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. Alongside these rules and expectations all staff proactively support the development of regulation through the teaching of strategies, use of resources and through co-regulation. We use zones of regulation and these are regularly communicated to pupils, parents, and staff. To uphold high standards of behaviour, all staff are expected to follow DFE guidance to respond to misbehaviour **promptly, predictably, and assertively**. This approach ensures that students understand the consequences of their actions, feel supported in making better choices, and that the learning environment remains purposeful.


Gatcombe Park
Primary School
OUR SCHOOL RULES
READY
We come to school on time.
We are ready to learn.
We are ready in STAR for learning.
We have the right equipment.
We try our best in everything.
RESPECTFUL
We listen and share ideas respectfully.
We include everyone and celebrate our differences.
We speak kindly to everyone.
We treat others how we want to be treated.
We look after our school environment.
SAFE
We keep each other safe.
We work together to solve problems calmly and respectfully.
READY • RESPECTFUL • SAFE



Communication

We have produced a handy one-page infographic to support us in communicating the rules and expectations to all stakeholders, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour.

Gatcombe Park Primary School

Respect / Aspire / Resilience / Kindness

Home + School = Success

The best behaviour happens when home and school work together with the same expectations. We all share a responsibility to help every child feel safe, happy and ready to learn.

Our Values

- **Respect** — Listen, value and speak kindly to others.
- **Aspire** — Be the very best you can be.
- **Resilience** — Keep going when things are difficult and learn from mistakes.
- **Kindness** — Care for, help and include others.

Our values shape who we are and how we treat each other

Our Rules

- **READY** — Come prepared, try your best and be ready to learn.
- **RESPECTFUL** — Use kind words, listen and value others.
- **SAFE** — Make sensible choices and keep everyone safe.

Small choices make a big difference

What School Will Do

- Teach and model our values and rules.
- Be calm, consistent and fair.
- Recognise and celebrate positive behaviour.
- Support children to regulate and make better choices.
- Work in partnership with families.

How Families Can Help

- Reinforce our values and rules at home.
- Encourage respectful behaviour and language.
- Ensure good attendance and punctuality.
- Support school decisions and consequences.
- Communicate with us and work together.
- Let us know about anything that may affect your child.

We Praise Positive Behaviour

Positive behaviour is recognised and celebrated every day.

- **House Points** — Earn points for demonstrating our values.
- **Certificates** — For fantastic learning and behaviour.
- **Achievement Book** — Celebrating special achievements and successes.
- **Headteacher's Awards** — For going above and beyond in learning, behaviour or living our values.
- **Extra Break** — Awarded to classes who consistently demonstrate excellent routines, behaviour and readiness to learn.
- **Responsibilities** — Opportunities to take on leadership roles and make a positive contribution to school life.

How We Support Children to Make Positive Choices

Positive Reframing First
- Gentle reminders and redirection
- Praising positive behaviour nearby
- Offering choices
- Using calm, clear language to explain expectations.

→ **Strike 1** — Issued when a pupil continues not to follow school rules and routines after positive reframing.

→ **Strike 2** — Second strike recorded on the class behaviour log.

→ **Strike 3** — Third strike recorded.

→ **Payback**

KS1: 10 minutes of lunch play missed
KS2: 20 minutes of lunch play missed
- Restorative conversation
- Community service or completion of work
- Parents informed the same day.

→ **Repeated Paybacks**
- 1st Payback — Class teacher meets with parents
- 2nd Payback — Class teacher meets with parents
- 3rd Payback — Assistant Headteacher meets with parents
- 4th Payback — Headteacher meets with parents

→ **Reset Day**

Full day (or half day in KS1 where appropriate).
- Supervised learning
- Parent meeting
- A fresh start following successful completion.

Parents may be contacted at any stage where behaviour is persistent, serious, or where additional support is needed.

Our Shared Commitment

Home + School + Child

READY | RESPECTFUL | SAFE

When families and school work together using the same language, expectations and values, children thrive.

Hamwic Education Trust, Unit E, The Mill Yard, Nursling Street, Southampton SO16 0AJ
t: 023 8078 6833 | e: info@hamwic.org | www.hamwic.org

Rewards and Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of rewards and consequences. The consequences for behaviour that does not meet our established standards are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our consequences and reward systems are transparent and shared with pupils and parents annually additionally these systems are displayed clearly throughout the school and upheld by all staff. We reward children with house points, certificates, reward time, Achievements Book, hot chocolate with the headteacher and responsibilities.

When dealing with a situation where a child is not following our school rules, our first point of call is always positive reframing. Staff use language and strategies that encourage children to make better choices without needing formal consequences. This includes:

- Gentle reminders and redirection
- Praising positive behaviour nearby
- Offering choices to promote autonomy
- Using calm, clear language to explain expectations

These proactive strategies help children feel supported and understood and often prevent minor issues from escalating.

In Key stages 1 & 2, if students do not adhere to the Gatcombe Routines and rules , following positive reframing, they will receive a **Strike**. **Strikes** are issued for prohibited behaviours. They are recorded manually on an in class behaviour log with the reason for the **Strike**.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of **Strikes.** If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a 'Time Out' may be shorter or longer depending on the specific context and the pupil's development.

Strikes are not communicated to parents unless a pupil receives three in a day, in which case the pupil will be issued with a Payback (please see below), or if staff notice ongoing patterns of behaviour reflected through strikes that need to be discussed with parents.

If a pupil receives 3 strikes in a day, they will be issued a '**Payback**'. Pupils in Key Stage 1 will miss 10 minutes of their lunch play break, while pupils in Key Stage 2 will miss 20 minutes of their lunch play break. Payback time will be spent completing work or school community service. It will always involve a restorative conversation with an adult. **Paybacks** can also be issued without going through the strike system, if the behaviour warrants it.

In the case of a **Payback**, parents will be informed the same day by a member of staff, who will meet with the parent/s after school, or if this is not possible we will contact them by phone. Who feeds this back will depend on how many **Paybacks** the child has received. If a child is issued with a **Payback,** this will be recorded on CPOMs by the class teacher with details of the meeting with parents.

1st Payback - Class teacher meets with parents
2nd Payback - Class teacher meets with parents
3rd Payback - Assistant Headteacher meets with parents

4th Payback - Headteacher meets with parents (a 4th **Payback** will result in the pupil having a reset (reflection) day/1/2 day the following day)

Reset days
Pupils in all phases may be removed from class to complete their work if their behaviour warrants it. During a Reset Day, the pupil is supervised by a member of staff at all points of the day to make sure they are still continuing with any work that will be happening in their lessons. Pupils must complete a full day's worth of sessions to complete the Reset Day. In key stage 1 a reset session maybe for ½ a day instead of a full day. In each circumstance, families will be informed and expected to attend a meeting the evening before, or morning of, the child starting the Reset Day.
If a child receives 4 **Paybacks** in a half term (pupils are given a clean slate at the start of each new half term), this will result in a Reset Day. The Headteacher (or Assistant Headteacher) will meet with the parents. A member of staff will then communicate to the parents if the child has completed the day successfully. Following a Reset Day pupils will be given a clean slate.

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.

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.

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school in order to prevent disruption the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences.

See mobile phone policy.

6. Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values of Respect, Aspire, Resilience and Kindness. 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:

- We keep each other safe.
- We help each other to learn and succeed.
- We listen and share ideas respectfully.
- We include everyone and celebrate our differences.

- We work together to solve problems calmly & respectfully.
- We speak kindly to everyone.
- We treat others how we want to be treated.
- We look after our school environment.
- We follow instructions the first time.
- We allow each other the opportunity to learn.
- We try our best, even when things are a struggle.
- We take pride in our work, behaviour and our school environment.
- We learn from mistakes and are resilient.
- Set ambitious goals (go above and beyond).
- Take risks with our learning and push ourselves.

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 co-produce 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.

7. Support and Intervention for Pupils

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.
- SENDCo/Inclusion Lead: Our SENDCo/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.

The full list of how all staff support behaviour can be found in our model of Distributed Leadership.

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 delivered throughout Trauma-informed practice.

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 4** 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.

These include:

- Clear classroom expectations and routines
- Consistent behaviour management by all staff
- Positive reinforcement systems
- Emotionally available adults
- Whole-school teaching of regulation strategies
- Assemblies and PSHE lessons reinforcing values
- Targeted and Specialist Support

In addition to universal provision, we offer further support for pupils with additional needs:

- **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 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.
- **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 IBP/IEP, which is closely tracked and monitored regularly.
- **Use of Outreach services or Alternative Provision (AP)**In some circumstances, a pupil may require additional support beyond that which can reasonably be provided within the school's own provision. As part of our graduated response, we may seek support from outreach services, specialist teams, or commission a placement within Alternative Provision (AP) to address identified social, emotional, mental health, behavioural, attendance, or learning needs.

Any decision to access an alternative provision will be made following careful assessment of need and in consultation with parents/carers, the pupil (where appropriate), and relevant professionals. The purpose of such support will be clearly identified, with intended outcomes agreed and reviewed regularly.

Where a pupil attends an Alternative Provision, the school retains overall responsibility for the pupil's education, safeguarding, attendance, and welfare. The school will maintain regular communication with the provider, monitor the pupil's progress, and work collaboratively to support successful outcomes and, where appropriate, reintegration into mainstream education.

Alternative Provision will not be used as a sanction or punishment but as a planned intervention to support a pupil's individual needs and promote engagement, wellbeing and educational progress.

HET will provide Trust level representation to assure the compliance of the use of any Alternative Provision.

8. Pupil Transition and Development

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.

Return from suspensions

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.

Policies | Gatcombe Primary School

9. 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;

Targeted IEPs (Individual Education Plans)

Targeted Individual Education Plans (IEPs) 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 overcome barriers to learning. IEPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

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.

Behaviour response plans (BRPs)

Behaviour Response Plans (BRPs) are structured strategies used in schools to support students who exhibit challenging or disruptive behaviours. These plans are tailored to individual needs and are designed to promote positive behaviour, ensure consistency in staff responses, and create a safe and supportive learning environment. A BRP typically outlines specific behaviours of concern, identifies triggers, and sets out proactive strategies to promote safe regulation. By using BRPs, schools aim to reduce behavioural incidents, support emotional regulation, and help students engage more successfully with their education. Where possible the school will co-produce a BRP with parents/carers and the pupil to ensure the most effective methods of de-escalation are used.

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.

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.

10. 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 subject, 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.

11. Use of Force, Restrictive Interventions and Powers to Search

Principles and Legal Framework

Our school is committed to maintaining a safe, respectful and inclusive environment. In rare and exceptional circumstances, staff may need to use reasonable force to prevent serious harm. All practice is aligned with *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026).
All staff have the legal power to use reasonable force as a last resort, in limited circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others;
- Committing a criminal offence;
- Damaging property;
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Force must never be used as a punishment.

Definitions

For the purposes of this policy the following definitions have been taken from the DFE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

***Restrictive intervention*:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

***Reasonable force*:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

***Significant incident*:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

***Seclusion*:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical

contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

***Supervised withdrawal*:** where a pupil chooses or is directed to work in a different space and is *not prevented from leaving*, this is not seclusion. This is part of behaviour management and support.

The following definitions have been agreed by HET:

***Physical intervention*:** the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

Seclusion:

- may only be used to manage immediate and serious risk
- must be necessary, proportionate and time-limited
- must be supervised at all times
- must be recorded and reported as a significant incident
  Seclusion must never be used as a sanction or consequence.

Prevention, De-escalation and Least-Restrictive Practice

Our approach is prevention-first: restrictive interventions are used only when absolutely necessary. Staff must always:

- attempt de-escalation before using force
- use the least restrictive option
- use any intervention for the minimum time necessary

Staff are trained in proactive and relational regulation strategies to reduce the need for restrictive interventions.

Statutory Recording and Reporting Duties

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

Recording incidents

Our school has a clear process in place for recording the incidents listed above. All staff will record uses of any restrictive intervention using the online Hamwic notification system. Staff must record incidents, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, seclusion or physical intervention we will record:

- time, date, location and approximate duration of the intervention

- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There is only one exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides

When we report **significant incidents involving force, seclusion or physical intervention** to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

Parents/carers will be invited to have a follow-up discussion about the incident and review the current BRP in place and amend where appropriate. Reviewing and amending the BRP will consist of:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

Power to search

To maintain a safe, orderly and secure learning environment, the school may search a pupil or their possessions with the pupil's consent where this is considered necessary and appropriate. The School Leader, or a member of staff authorised by the School Leader, may also search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is carrying a prohibited item or an item identified within the school's behaviour policy as being subject to search.

All searches will be conducted in accordance with DfE guidance and will be carried out lawfully, proportionately and with due regard for the pupil's dignity, welfare, safeguarding needs, age, stage of development and any identified SEND needs.

Vapes, e-cigarettes and all related smoking or nicotine products are prohibited on school premises and at all school-related activities, whether on or off site. The school reserves the right to search pupils, their possessions and lockers where there are reasonable grounds to suspect that prohibited items, including vapes, are being carried or stored. Any vape or related item found will be confiscated and dealt with in line with the school's behaviour and safeguarding procedures.

The following items are also prohibited on school premises:

Items might include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes / e-cigarettes
- Fireworks
- Pornographic images
- Any article reasonably suspected of being used to commit an offence or cause injury or damage

12. Governance, Oversight and Monitoring

The Senior Leadership Team and Local Governing Committee will:

- review data on all use of force, restraint and seclusion
- monitor for trends, disproportionality or training needs
- ensure compliance with statutory recording and reporting
  Governance oversight is a requirement under the April 2026 guidance.

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 school values of Respect, Aspire, Resilience, Kindness that will serve our pupils well in their academic pursuits and throughout their lives.

13. Monitoring & Review

This policy will be reviewed annually by the Board of Trustees.

14. Link to other HET policies (in alphabetical order)

- Exclusions policy
- Physical Intervention policy -

Appendix 1 Graduated Behaviour Response

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1 1.2 1.3 1.4	Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet. Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function. Subject engagement analysis to support bespoke planning **A cause for concern recorded**	• Reviewed alongside Pupil Progress meetings	Class Teacher
2	Early intervention support	2.1 2.2	Use of Risk assessment to determine problem behaviours, frequency and severity Inclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams	Class Teacher Phase/Year Leaders
3	Targeted, additional support – Staff specific responses	1.1 3.1 3.2 3.3	Continue to collect behaviour incident logs Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil) Emergency protocols for positions of danger School ELSA Support / Nurture intervention support (Referral form needed)	• SENCo involvement • Reviewed at Pupil Progress meetings with SENCo • Intervention records	Class Teacher SENCo
			Consider multi- agency support / TAF / TAC / LA referral		
4	Targeted, intensive additional support Pupil placed on the SEND register	4.1 4.2 4.3 4.4 4.5	IBP written with SENCo support - Targeted new (behaviour) skills teaching Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system) Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas Use of pupil specific provision map using individual checklist 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 **Consider request for statutory assessment and EHC Plan**	• SEN Register • Pupil Passport • Individual Education Plan • IBP Progress Forms • SENCo – TME monitoring provision	Class Teacher SENCo SLT
5	Provision over and above Stage 4		In addition to Stages 1 – 4: Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.	• Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher SENCo SLT