



Gatcombe Park Behaviour Policy

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Owner	Strategic Lead, Behaviour & SEND	Approved by	Board of Trustees



History of Policy Changes

Date	Page	Change	Origin of Change
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'	2 nd 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.	

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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 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 the Trust 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:





Gatcombe Park
Primary School

OUR SCHOOL VALUES



RESPECT

- We listen to others.
- We value everyone.
- We speak and act respectfully, using good manners and staying calm.
- We take pride in our school and community.



ASPIRE

- We aim high.
- We challenge ourselves.
- We try our best in everything we do.
- We believe we can succeed.



RESILIENCE

- We keep trying when things are difficult.
- We learn from mistakes.
- We show determination.
- We never give up.



KINDNESS

- We care for others.
- We include everyone.
- We help when someone needs us.
- We make a positive difference.

RESPECT • ASPIRE • RESILIENCE • KINDNESS

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.

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.

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

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

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. At Gatcombe, we are committed to fostering a safe, respectful, and inclusive learning environment. 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.

These are our school rules that we follow.





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

These are the Gatcombe routines that children are expected to follow.

GATCOMBE PARK PRIMARY SCHOOL ROUTINES

Our Rules

READY
Daily Routines
 · Meet & Greet: Positive welcome at the door every morning.
 · Water Bottles: Positioned under/on tables.
 · Playtime/Lunchtime:
 ○ 📢 When the bell sounds start tidying up. You have four minutes to tidy up and line up ready to go back into school.

RESPECTFUL
GATCOMBE ROUTINES
Classroom Expectations
 · Activities ready at each transition.
 · Silent Start.
 · Stand behind chairs before break, lunch, home.
 · Books on tables (by adults or monitors).
 · Countdown used to gain silence (e.g., "3-2-1").
Behaviour Signals
 · 3 – Stop what you're doing
 · 2 – Empty hands
 · 1 – STAR:
 ○ Sit up
 ○ Talking stops
 ○ Arms folded
 ○ Ready to learn (eyes on speaker)

SAFE
OUR SCHOOL VALUES

RESPECT

ASPIRE

RESILIENCE

KINDNESS



Gatcombe Park
Primary School

Motivations for Behaviour (Pyramid Model)



We aim to guide children from external rewards to internal values. House Points are awarded.

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.

In Key Stage 1 and 2, pupils receive a clean slate for **Strikes** at the start of every morning. **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).

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.

Serious behaviours

Serious behaviours are physically or verbally abusive behaviours towards children or adults. If a child shows one of these behaviours, it will result in being removed from class to complete their work for a morning or afternoon, including playtime. Repeated incidents will lead to escalation in consequences, at the discretion of the headteacher. This could be removal from playtimes for a period of time, internal exclusion for a day or external suspension. During this time, work will be completed and a member of staff will support the child and family with integration back into the classroom or playtimes.



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 not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences.

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 Response Plan, 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 with classroom linked activities to be done with class teachers 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. We also have areas across the school as regulation stations if a child requires it.

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 pastoral support** We employ a pastoral leader 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, using 'Hamish and Milo', 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 or Alternative Provision (AP)** In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met.

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.

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;

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 concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, peer-on-peer sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

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

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

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

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

11. Use of Force and Powers to Search

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



DfE Guidance

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

Training for Staff

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches.

Training Provider

The staff training is conducted by SecuriCare with expertise in dysregulation management, de-escalation, and the use of reasonable force within educational settings. Our school uses an accredited provider, SecuriCare where training is accredited through BILD (Restraint Reduction Network Standard) and ICM (Institute of Conflict Management.)

More information can be found in the (local) school's Physical Intervention Policy.

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

12. Monitoring & Review

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

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

- Exclusions policy
- Physical Intervention policy
- Safeguarding 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