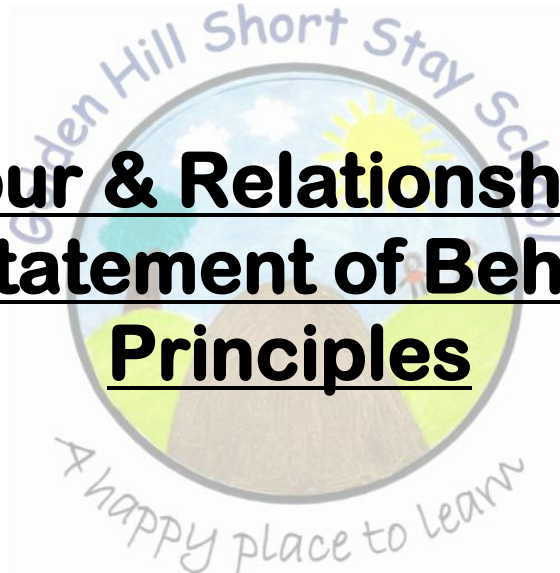


GOLDEN HILL (SHORT STAY) **SCHOOL**

Behaviour & Relationship Policy **and Statement of Behaviour** **Principles**



Written: May 2026

Next review: May 2027

Purpose:

Golden Hill Short Stay School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their own behaviour and encourage others to do the same. Within this policy, we aim to guide school staff, pupils and parents on our restorative and relationship focused approach to behaviour. This will allow all pupils at Golden Hill to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, giving them the best possible chance of success.

Our mission statement:-

At Golden Hill (Short Stay) School, we are dedicated to nurturing the unique potential of each child, empowering them with the skills and confidence necessary to contribute positively to society as responsible citizens. We set high aspirations and firmly believe in our capacity to achieve success. Through collaborative teamwork, we strive to provide the very best outcomes for our children, ensuring they receive the support and guidance needed to flourish academically, socially, and emotionally. Our commitment to excellence reflects our unwavering belief in the potential of every child within our care.



1. Aims:-

At Golden Hill, we recognise that all children attending our school face significant social, emotional, and mental health difficulties, which may manifest as challenging and complex behaviours. These behaviours often stem from their primary educational needs, including conditions such as neuro diversity, speech and language difficulties, and adverse childhood experiences. Despite these challenges, we hold high expectations for behaviour and are committed to fostering a positive environment. We achieve this through teaching self-regulation, instilling core values and rules, and consistently applying our positive behaviour policy. This holistic approach underpins our commitment to encouraging excellent behaviour.

This policy aims to:

- Establish an effective Behaviour Policy, it is imperative that it is both supported and implemented by the whole school community, including parents, teachers, children, admin staff, senior leadership team (SLT) and governors. This policy should be grounded in a shared sense of community and values, fostering an inclusive environment that promotes respect, responsibility, and positive relationships within the educational setting.
- Implement positive policies. We foster a nurturing, familial atmosphere conducive to effective teaching and learning. This environment prioritises the emotional and physical safety of all individuals, ensuring that both children and staff thrive. Ultimately, our goal is to establish a safe and happy environment where every individual feels valued and empowered to reach their full potential.
- Teach, through the School Curriculum, not only knowledge and skills but also essential values and attitudes. This approach will promote responsible behaviour and encourage self-discipline, thereby fostering in our children a profound respect for themselves, for others, and for property, ultimately contributing to their holistic development within a supportive educational environment.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DFE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions of behaviours (This is not an exhaustive list)

Stage 1 – Low Level Behaviours (Early Signs of Anxiety):

- Hands over ears
- Hiding face in hands or bent over/under table
- Pulling up collar or pulling down hat
- Rocking or tapping
- Withdrawing from group
- Refusing to speak or being dismissive
- Refusing to co-operate
- Adopting defensive postures

Stage 2 – Medium Level Behaviours (Increased Tension):

- Making noises and moving around
- Belligerent and abusive language
- Talking louder, higher, or quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing
- Breaking minor rules
- Low level destruction
- Distraction / provoking
- Picking up objects that could be used as weapons
- Challenging authority (e.g., "I will not... you can't make me")

Stage 3 – High Level Behaviours (Crisis):

- Shouting and screaming
- Crying
- Head banging against people or surfaces
- Slapping or punching self
- Damaging property

- Moving towards danger
- Fiddling with electrics
- Climbing trees, roofs, or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects that can be used as weapons
- Grabbing or threatening others
- Hurting others (head butting, pinching, biting, kicking, slapping, punching)

4. **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Expectations (Roles and Responsibilities)

At Golden Hill, we ensure that proactive, supportive systems promote and teach excellent behaviour throughout the school, safeguarding children's learning from disruption caused by poor behaviour. Our consistent Positive Behaviour Management Policy is designed to foster responsible and respectful individuals who not only understand but also demonstrate acceptable behaviour in both school and their wider communities. The structure of the school day is rooted in the nurture approach established by Marjorie Boxall, providing targeted support for children facing social, emotional, and mental health challenges, thereby reinforcing an inclusive and positive learning environment.

Expectations of adults:

Paul Dix advocates for a compassionate and adult-led approach to behaviour management. His central thesis is that adult behaviour in educational settings is pivotal to creating a positive school culture. Dix emphasises the power of consistency, kindness, and adult authority in shaping student behaviour.

In line with nurture principles, attachment principles, Paul Dix *approach* and the emotional self-regulation curriculum we expect all staff to . . .

- Develop positive staff/ child relationships.
- Be a positive role model – modelling respect, dignity and high expectations
- Be self-regulated and in control of their own emotions prior to supporting children in emotional distress.
- Praise, support and encourage children.
- Deliver Values education to all children
- Consistently use the 'points system' and 'bonus point' system to promote good behaviour.
- Use Restorative Approaches to resolving difficulties between children.
- Ensure children's social and emotional needs are effectively met through implementing strategies suggested by other professionals and the use of social stories, visual timetables, intervention programmes etc.
- Organise classrooms to ensure they serve as effective working environments that foster child engagement and achievement. Implement seating plans as necessary to accommodate individual learning needs, thereby promoting inclusivity and supporting the diverse requirements of each child to facilitate their academic success.
- Ensure routines and structures are organised in order to ensure the child's days run smoothly.

All adults working in school understand that no child chooses to behave in inappropriate ways. Behaviour is a way of communicating to others how individuals are feeling or in response to a situation. Our role is to educate the child, ensure they make progress and reduce the behaviour over time by implementing effective strategies to prevent dysregulated behaviour and give the child better ways to deal with their feelings and situations.

Staff at Golden Hill must always be one-step ahead. If a child persistently displays an aspect of challenging behaviour the staff must put alternative strategies in place to reengage the child with learning and prevent/ reduce the behaviour which they are displaying.

The Head Teacher and Senior Leadership Team will:-

- Provide a visible presence around the school, modelling expected strategies and responses, to promote appropriate conduct. To lead by example.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise through rewards, seesaw messages, phone calls, stickers and certificate
- Support teachers and staff in managing children with more complex or challenging behaviours.
- Ensure restorative conversations are used throughout school
- Regularly monitor behaviour management to ensure this policy is delivered consistently across school.
- Provide termly report to Governors regarding serious incidents, team teach and suspensions within school.
- Ensure that staff training needs are identified and met by providing: -
 - * Induction for the new staff members, including those visiting from mainstream settings
 - * Regular team teach training for staff and Team Teach Tutors.
 - Individual or class staff coaching and / or mentoring.

We recognise that clear structure, support and a safe environment will have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow.

'When people talk about behaviour, they obsessively search for instant solution. Some peddle magic dust or 'behaviour systems' that glister and quickly fade. Others relentlessly scream for a bigger stick to beat children down. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that can provoke sustained behavioural change in others without doing much hard work yourself. The truth that there is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'

Paul Dix, Pivotal Education

Expectations of the Governing Board

The Governing Board / management Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for it implementation.

Expectations of Parents / Carers

Parents and Carers, where possible, should:

- Get to know the School's Behaviour Policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behaviour issues.

Expectations of children:

We pride ourselves on our commitment to a restorative approach in addressing any concerns raised by our children. We understand the importance of open communication and encourage our children to bring forward any complaints they may have to a trusted adult. This proactive measure ensures that issues are dealt with promptly and fairly, fostering an inclusive environment that promotes reconciliation and understanding. By adopting this methodology, we aim not only to resolve conflicts but also to empower our children, equipping them with the skills needed to navigate challenges in a constructive manner.

We believe that children should take responsibility for their own actions as far as they can. Golden Hill has 5 simple rules which are used through school.

Our school rules are:

We show respect for ourselves and others
We wait our turn and speak politely to others.
We follow adult instructions.
We complete the tasks set by the adults to the best of our ability
We use a safe space, zone or peace place if we need to or we are asked
by an adult.

6. Our Behaviour Curriculum

At Golden Hill, we know that in order to make positive behavioural choices children need to have the skills to be able to self-regulate and to be emotionally aware. This needs all staff to plan teachable moments and use challenging moments as teaching opportunities. Through our values, PSHE, emotional wellbeing and interventions: celebration meeting and the use of restorative approaches, we promote children's positive behavioural responses to daily challenges.

Our Points System

Golden Hill's Incentive scheme is based on a Points Economy through which children are rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Children are awarded points during each lesson, and for lunch and playtime for:

1. Good work
2. Achieving their behaviour target
3. Presentation of their work and themselves
4. Keeping all our rules

GOLDEN HILL: POINTS SYSTEM

Activity	Time	Daily points
Journey to /from School	8:50 – 9:15am	5 bonus points per journey
Registration/ Social skills Intervention Breakfast	timings subject to individual Classes.	5
Lesson 1		10
Morning Playtime		5
Lesson 2		10
Lesson 3		10
Lunch		5
Lunch Play		5
Values / nominations		5
Lesson 4		10
Total Points		65
If a child achieves 60 points, or more they earn an 'Option' Activity' in the afternoon If insufficient points are earned the child attends a Compulsory Lesson (Comp)	2.30-2.50pm	Option
*** Return to class and prepare to go home.	2.50pm	
Depart for Home	2.50 – 3:15pm	

**Children can earn up to 65 points in a day.
To achieve an option children must earn 60 or above!
We do not expect children to earn 65 points each day.**

Options:-

The children can choose an option daily if they have achieved 60 points or more. Options range from a physical activity, art, karaoke, board games, bingo, cooking etc.

Comp (compulsory education)

If a child achieves less than 60 points, they will complete a comp activity. This is usually a work book based on the child's academic ability. Children will earn 'ticks' for completing the tasks set depending on the points they have not achieved that day. For example, if a child has earned 57/ 65 points they will complete a '3 tick comp' as their points were 3 away from 60.

Bonus Points

Alongside the daily points system, the children can earn bonuses for expectational behaviour and activities. These bonuses are counted up daily in the child's 'bank account'. Children can also earn bonuses for exceptional special behaviour and activities.

GOLDEN HILL: BONUSSES

Type of Bonus point behaviour	Appropriate bonuses
Excellent behaviour, kindness/ exceptional work	1- 2 bonus points ***Up to 5 bonuses
Home Targets	5 bonuses per target- daily.
Good taxi journey to/ from school	5 bonuses for each journey.
Reading to an adult at home	5 bonuses
Being nomination for Theme of the Week	5 bonuses
Nominating another person for the Theme of the Week	5 bonuses
Presentation Award	10 bonuses
Head Teacher's Award	20 bonuses
Ignoring inappropriate behaviour of other children	At staff discretion

Children are able to spend these bonuses weekly during our Celebration Meeting. Items to buy range from 20 bonuses to 250 bonuses. Children can also 'save' weekly for our half termly 500 bonuses reward. NB these saved bonuses may be used to 'pay back' fines owed. Children can save up to 500 bonuses within their 'bank.' These bonuses can be carried forward each term until the summer when the bonuses must be spent before the final day in the summer term.

Other Incentives

Individual Certificates celebrating achievements are awarded throughout the day, week and term, for example English, Mathematics, Music, PE and Headteacher's awards weekly. In addition, all staff give verbal or written praise as often as possible.

7. Responding to behaviours

There will be occasions when our children do not respond in an acceptable manner. Children need to discover where the boundaries of acceptable behaviour are, as this is part of growing up. Our children are made aware that they are responsible for their own behaviour and that actions do have outcomes whether this be a positive or negative. This awareness aids in guiding them towards making more informed choices in the future

Golden Hill adopts a fines system which runs alongside the daily points and the bonus points.

Physically hurting another person	40 points
Spitting	40 points
Racist and Homophobic name calling	40 points
Absconding from the premises	40 points

***These fines are taken directly from the Child's daily points resulting in an automatic "comp"**

Verbal threatening another person	30 points
Provoking	30 points
Deliberately damaging property	30 points
Unacceptable behaviour	10 points
Out of Area	10 points
Refusing to go to a safe space	10 points
Unacceptable use of a safe space	10 points
Any socially unacceptable action e.g. swearing	10 points

If the fine is the first for the day, this will usually be taken from the child's bonus bank, if a second fine occurs on the same day this will be taken from the daily points resulting in a comp rather than an option at the end of the day. On occasion, fines may be grouped together at the Teacher's discretion.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that behaviours will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour – linked to the points system
- Completing tasks during a playtime (for example if a 'comp' is owed)
- Referring the child to a senior member of staff
- Work outside of the classroom
- Seesaw message, Letter or phone call home to parents/carers

- Loss of bonuses, for example, a child's bank is emptied due to a specific incident, this is at the discretion of the Senior Leadership Team.
- Agreeing a behaviour contract
- Indoor playtimes only offered (for example, if a child remains outside at the end of a playtime they will be offered 1 day indoor playtime, if a child continues to remain outside at the end of the session, indoor playtimes will be offered for a week, moving onto two weeks etc.
- Softer footwear to be worn within school (for example pumps if the child has kicked out at staff or other)
- Access to off site visits and trips suspended (due to risk and potential safeguarding concerns)
- A daily pat down
- The Police are contacted if a pupil absconds from the premises or there is a serious incident within school. Parents are informed.
- Internal exclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the child will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our Senior Leadership Team to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of children hurting other children will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy.

Our Safeguarding Policy contains further information on how we prevent and manage incidents of child-on-child abuse

Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Supporting pupils following a sanction

Following a sanction, the Senior Leadership team will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Return to school meetings
- Daily contact with a key person
- Bespoke timetable
- Adaptation to the curriculum
- Intervention programme
- On a rare occasion, a bespoke reduced timetable. This will be time limited and reviewed regularly.
- Offsite direction

Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Child Protection & Safeguarding policy and Allegations Against Staff policy for more information

Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection & Safeguarding Policy for more information

Behaviour Risk Management Plan

Where the behaviour of a child is giving on going causes for concern, the class teacher with support from the Behaviour Lead, SENDCo and SLT may produce an individualised behaviour support plan. This may be used to supplement this policy or may supersede sections of this policy. This behaviour risk management plan will be shared with parents and agreed in writing. A risk assessment forms part of this plan.

Reasonable adjustments

As always, we will make reasonable adjustments as appropriate for our children with SEND needs and for children experiencing challenges outside of school. We will continue to identify and make reasonable adjustments when appropriate including additional levels of nurture and support.

We are aware that all behaviour is communication, and we will view these through a trauma informed lens. For some children, for example those experiencing ACES (Adverse childhood experiences) may be struggling to express emotions which can be reflected in behaviour.

Further Support

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external specialist agencies, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This may be to request an Education Health and Care Plan.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Internal Exclusion within school

In the event of extreme behaviours, the use of internal exclusion may be used whereby the child will work for a period of time in an alternative environment to the classroom setting, this will be at the discretion of the Headteacher in consultation with parents / carers.

Exclusion

The Headteacher decides whether, as a last resort, exclusion of a pupil is necessary, for a fixed term suspension or permanently, taking into account the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the Governing Board (or discipline committee). The governing board must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Board upholds a permanent exclusion parents have a right to appeal the decision to an independent review panel.

8. Safe Spaces, Zone & Peace Places

At Golden Hill, we have established Safe Spaces, the Zone, and Peace Places to assist children in managing their behavioural and emotional responses effectively. It is imperative to emphasise that sending children to these designated areas must not serve as a substitute for the standard classroom management strategies. Consequently, these spaces should not be considered the primary intervention for addressing poor behaviour. Prior to utilising these areas, it is essential that all other strategies have been exhausted. Furthermore, staff members must be vigilant in recognising when a particular trusted adult is needed to provide additional support to a child. This recognition is crucial as it can significantly enhance the child's ability to navigate their feelings and behaviours constructively. By employing a personalised approach, we can foster a more supportive and understanding environment, ultimately promoting positive behavioural modifications.

However, the teacher has a duty to ensure that the educational experience of other children is not disrupted by those exhibiting challenging behaviours. In such situations, the teacher or teaching assistant must make an instant judgement regarding whether the child displaying these behaviours is able to continue participating in the lesson or requires time to regain control before re-joining the class. This decision is critical as it not only preserves the learning environment for the remaining children but also supports the individual child in developing better self-regulation skills for the future.

Safe Spaces

At Golden Hill, each classroom is equipped with a designated Safe Space, nurturing an environment where children are actively encouraged to utilise this area when they are feeling upset, frustrated, or simply in need of a few moments to regain their composure.

These Safe Spaces are integral to promoting emotional wellbeing, providing our children with a secure setting to process their feelings away from the pressures of the classroom.

We have a number of designated safe spaces throughout school that our children can utilise to effectively regulate their emotions. The library area offers a quiet, calm, and relaxing environment, where children can sit on bean bags and make use of weighted blankets as needed. Another available space is the headteacher's office, which features an extra-large beanbag, allowing children to sink in and decompress, ultimately returning to their baseline state. Additionally, in KS1, there is a comfortable seated area outside Kestrels class, providing a further opportunity for reflection and emotional recuperation.

Further extending this commitment to emotional health, the playground features two clearly defined safe areas: the red and green spots. The red spot serves as a place for children who may be experiencing anger and are not yet ready to engage in conversation with an adult. Staff members are trained to observe children in this space, understanding that while monitoring is essential, the child requires time to centre themselves before addressing the underlying issues. Once the child feels calmer, they may move to the green spot, signalling their readiness to accept assistance in resolving their concerns.

Additionally, the hall includes its own designated areas marked by red and green benches. During physical education sessions or lunchtimes, children may choose to sit on either bench should they require a moment of respite. Similar to the playground system, occupying the red bench indicates a need for quiet time, while transitioning to the green bench signifies an openness to receiving support from an adult. This structure not only nurtures emotional regulation but also encourages healthy communication skills among children. There are also bean bags available for children to use in the Hall.

The Zone

Should children experience feelings of upset or anxiety, they are encouraged to use the Zone, a designated area located opposite the Hawks classroom. This space allows children to relax and regroup, utilising the advice and prompts displayed on the walls to aid their emotional regulation. Additionally, a comfortable bean bag is available for them to sink into as they decompress. It is important to note that staff maintain oversight of the children using the Zone; this may involve remote supervision with intermittent checks every few minutes, tailored to the child's age and special educational needs (SEN).

Peace Places

Golden Hill's Peace Places provide a safe place for children to calm down. The Peace Places are used to prevent physical intervention and reduce the need to physically intervene/restrain. It also enables the child to calm more quickly. At Golden Hill, we aim to prevent the use of restrictive physical intervention. This is why we encourage children to utilise the safe spaces we have around school to take some "time out" and withdraw from situations to begin to self-regulate and not react to others.

In certain situations, a child may exhibit aggressive and/or risk-taking behaviour, inadvertently endangering themselves or others. In these cases, staff adhere to the Restrictive Interventions policy. On occasions, staff may physically guide a child to a peace place and if safe to do so, the door can remain open. If a child is displaying extreme behaviours and it is not safe for the

door to remain open, the door may be closed and/or held for up to 3 minutes. Within this time, staff will closely monitor the child and ensure their safety at all times. A member of SLT will also be informed who will then make an informed decision based on the safety of both children and staff.

Golden Hill prides itself on creating a supportive environment for all children. There are three designated Peace Places, allowing children the opportunity to withdraw from the classroom when they feel overwhelmed. At times, the Safe Space and Zone may not suffice, prompting children to seek further solitude. In such instances, they may prefer to use a peace place.

Children are explicitly taught to utilise the Peace Place as a coping mechanism, akin to a parent encouraging a child to retreat to their bedroom to regain composure. If necessary, a staff member may direct a child to the Peace Place through a polite prompt. Those who take the initiative to seek out this space are recognised with praise and bonus points, reinforcing positive behaviour.

It is essential to note that the Peace Place is not intended as a form of punishment. Rather, it serves as a constructive avenue for the teacher to maintain focus on their lessons while allowing the child to reflect on their actions and receive appropriate support away from the immediate environment.

Parents and carers are introduced to the Safe Spaces, Zone, and Peace Places during the admission meeting, ensuring an open line of communication to support their child's behavioural and emotional needs.

Monitoring use of Safe Spaces, Zone and Peace Places

Children who utilise the Peace Place are systematically recorded on CPOMS. The records note the date, duration, and reason for the child's time spent there, alongside the staff member managing the situation and the resultant outcome for the child, such as a successful return to class. Additionally, documentation specifies whether the incident constituted a Serious Incident, including instances when the door was held for up to three minutes at a time for safety reasons. It also details whether the child self-referred, responded positively to staff prompts, was provided direction by staff, or required physical intervention.

This monitoring offers valuable insights into how effectively the child is internalising the strategies taught at Golden Hill.

The use of peace places are closely monitored and reviewed with the children weekly through 'group counselling' with a member of the SLT and our Team Teach Intermediate Tutor. On occasion this session is delivered by the Class Teacher at the Head Teacher's discretion.

Recording - CPOMS

CPOMS is an intuitive school-wide management and recording system essential for child protection and safeguarding. It is designed to support the safety and well-being of both children and adults during school hours and transport. All staff are trained to instantly record information or concerns on CPOMS, ensuring that relevant colleagues and senior management are informed immediately. While all staff can document incidents, only designated personnel have access to view recorded information. Additionally, physical restraints must be documented using the a serious incident form and the RF1 tab, including a detailed account of the incident, de-escalation strategies, and the staff involved, along with a 'Body Map' for any accidental marks or bruising.

9. Restrictive Interventions, including use of reasonable force.

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a child from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our Restrictive Intervention Policy for more information on this legal duty.

Team Teach

The positive behaviour management strategies developed and promoted by Team Teach emphasise essential components such as team building, personal safety, communication, and both verbal and non-verbal de-escalation techniques aimed at addressing challenging behaviour. These strategies significantly reduce the necessity for physical intervention, promoting a more constructive and safer environment.

As a last resort, staff are equipped with training in positive handling techniques, which are employed to resolve conflicts in a way that prioritises safety and affords opportunities for repair and reflection for all parties involved. Team Teach enables educational practitioners to formulate acceptable and authorised responses to disruptive, disturbing, angry, and aggressive behaviours. This approach not only nurtures the maintenance of positive relationships but also ensures the safety of all individuals, effectively helping to diminish the frequency of serious incidents that require physical controls.

Furthermore, the implementation of these strategies raises awareness regarding the critical importance of recording, reporting, monitoring, and evaluating all incidents involving positive handling. It is essential to recognise that positive handling represents merely one facet of a comprehensive, whole-setting approach to behaviour management.

In this context, the framework provided by Team Teach harmonises seamlessly with Positive Behavioural Support (PBS) strategies, particularly for individuals with learning disabilities. While Team Teach techniques are designed to prevent injury to those involved, instances of accidental bruising or scratching may occur, which should not be regarded as failures of professional technique. Rather, these occurrences should be viewed as regrettable and infrequent "side effects" of the imperative aim to ensure the safety and well-being of everyone.

Training

At Golden Hill, all contracted staff members are provided with comprehensive Level 2 Team Teach Training, supplemented by refresher courses to ensure compliance with Team Teach requirements. In addition to this, we recognise the importance of understanding children's individual needs and conditions; therefore, training beyond Team Teach is delivered to equip our staff with the necessary insights.

Our school is further strengthened by having two in-house Team Teach Intermediate Tutors available for additional support, expertise and ongoing staff development.

10. Behaviour on Transport

Taxi Journeys- Transport to and From School

The majority of children attending Golden Hill are eligible to be provided with transport to and from the school. Transport is commissioned from the Integrated Transport Unit at Lancashire County Council. However, the school works very closely with the Transport Department and Passenger Assistants who are employed by LCC Travel Care.

There are clear expectations for the taxi journeys to and from school. The children are rewarded by earning bonus points given by the Passenger Assistants, which tie into Golden Hill's behaviour system.

Taxi Rules

- We will stay in our allocated seats with our seatbelts on at all times
- We will talk politely and appropriately to others at all times.
- We will follow adult instructions straight away.

The Passenger Assistant gives feedback to the child's parents on pick up and drop off times as to how their child has been during the journey.

Each morning at Golden Hill, members of the senior leadership team receive general feedback from the Passenger Assistant and any specific issues regarding the child's behaviour is communicated to class staff.

If a child is persistently unsafe, abusive or does not follow the rules the LCC Transport Team will suspend transport and order a child risk assessment, to be carried out by LCC Risk Assessor, before committing to transporting the child again. Should this situation arise, it will be the parent / carer's responsibility to ensure their child has transport to and from school and work in collaboration with Golden Hill to prevent these behaviours occurring. On a rare occasion, if a child is deemed unsafe to travel home from school or the passenger assistant returns the child to school due to behaviour, it is the responsibility of the parent to arrange alternative transport home and collect their child from school.

Golden Hill works closely with the child, parent and the LCC transport unit in order to ensure the child is transported safely to and from school.

Golden Hill have a no mobile phones or electronic devices in school policy. In exceptional circumstances, a pupil travelling with a red badge driver may have access to an electronic device, if this has been identified and agreed by LCC Transport Risk assessor. Golden Hill are not responsible or liable for any loss or damage to equipment brought in from home. Any phone or electronic device is handed into school staff when the child enters school and returned at the end of the day.

11. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to good order of the school. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Screening pupils

Screening can help to provide reassurance to pupils, staff and parents that the school is taking measures to create a calm, safe and supportive environment. Schools statutory power to make rules on pupils behaviour and their duties and employers in relation to the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Screening is the use of a hand-held metal detector to scan pupils identified before they enter the school main building.

If the Headteacher decides to introduce a screening arrangement, i.e. pat down, they will inform pupils and parents in advance to explain what the screening will involve and why it will be introduced.

Where a pupil has a disability, school would make any reasonable adjustments to the screening process that may be required.

If a pupil refuses to be screened or searched, in line with the school's Behaviour Policy, the school will consider an appropriate sanction for pupils.

Please refer to our Searching, Screening and Confiscation policy for more information

12. Pupil transition

Inducting new children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Parents / carers are provided with a copy of these policies during the Admission meeting.

Preparing outgoing children for transition

To ensure a smooth transition to the next year, our children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

When children transition to a new school or back to their mainstream school, meetings will be held to discuss the individual child. Robust bespoke transition plans are agreed with a new mainstream setting. Golden Hill supports Special Schools by holding meetings, staff visiting Golden Hill and transition days when requested by the Special School.

To ensure behaviour is continually monitored and the right support is in place, information relating to a child's behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions

- Use of part time timetables and off-site directions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Behaviour Lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This Behaviour policy will be reviewed by the Headteacher and full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Resources Committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Searching, screening and confiscation policy
- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Anti bullying Policy
- Wilful damage / vandalism to school policy



Written Statement of Behaviour Principles

- › Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All children, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- › Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy
- › The behaviour policy is understood by children, parents and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Children are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and the child's home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.