Sholing Junior School

Behaviour Policy

1. Introduction & Intent

At Sholing Junior 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.

Kindness **Curiosity** **Success**

We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values, which are summarised in our motto and strapline:

Sholing Junior School

'Achieving Together'

An adventure for the mind and a home for the heart.

This is also taught through our learning behaviours which are:

Independence Resilience Motivation Reflection Communication Co-operation

Creating a Safe Environment

We strive 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 recognition of difference amongst 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

Our behaviour policy aligns with and adheres to the Department for Education's guidance on minimum expectations of behaviour in all schools. We are committed to:

Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines. Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that Sholing Junior School remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

2. Relationships

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

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.

On most occasions, any initial communications or concerns should be directed to your child's class teacher, either in person or through the admin email address. This will then be forwarded to the relevant teacher and you can expect a response within 48 hours. If you wish to escalate this communication, there is a triage system in place to direct you to the relevant member of staff (please see appendix i).

To escalate a query or concern, please refer to the school's complaints procedure.

Joint Working with Agencies

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

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

3. Leadership and Management of Behaviour

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

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 on our school website.

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 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

Observations

Regular Review Meetings

Surveys and Feedback

Professional Development

4. School Systems and Social Norms

School Rules, Expectations, and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. The Sholing expectations are:

- **Be Safe**
- **Be Ready**
- **Be Respectful**

Examples of these expectations can be found on our website.

Rewards
The school is committed to recognising and reinforcing positive behaviour through a consistent and meaningful system of rewards. These include praise, certificates, house points, and formal awards, all designed to promote a culture of curiousity, kindness and success.

Praise
Pupils are regularly praised for their achievements, effort, and positive behaviour. This may take the form of verbal praise, such as a simple "well done," or non-verbal gestures, such as a smile or thumbs up. In recognition of exceptional work or outstanding effort, pupils may also be sent to another member of staff to share their success and receive further praise.

House points

Pupils can also earn house points for demonstrating excellent learning behaviours or producing high-quality work. These are recorded on individual house point cards and contribute towards achieving Bronze, Silver, Gold, Diamond, and Platinum certificates, which are presented by a member of the Senior Leadership Team. Additionally, Headteacher Certificates are awarded by the Headteacher for outstanding contributions. In addition to the individual house point achievements, the house with the highest number of points each term will also receive a special reward, encouraging teamwork and collective responsibility alongside individual achievement.

Awards and Recognition
Exceptional learning behaviours are celebrated weekly through the presentation of Learning Behaviour Certificates in assembly. Pupils may also be nominated for half-termly Superstar Assemblies, while outstanding achievements are recognised annually through the prestigious Governor Awards, presented during a formal ceremony.

Consequences – Fair and Transparent

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

A ladder of behaviour is on display in every classroom (see appendix ii). Our Behaviour Ladder provides a consistent framework for addressing behaviours while prioritising relationships, emotional regulation, and opportunities for repair. This also includes shared vocabulary that will be used with pupils as a part of our supper scale, enlined with the Empowerment Approach.

At the **Support 1 (Yellow Level)**, low-level disruptions are met with calm, non-verbal cues and gentle verbal reminders, helping pupils to self-regulate and re-engage. If needed, a yellow card is issued, always accompanied by a supportive conversation to explore what's going on for the child.

Support 2 (Orange Level) behaviours prompt a restorative reflection using an orange sheet (see appendix iii), encouraging the pupil to consider the impact of their actions and how to make amends. These are stored in the class behaviour folder to support ongoing understanding.

Support 3 (Red Level) incidents require a red card and a restorative meeting involving a member of the Senior Leadership Team (SLT). A red reflection sheet is completed (see appendix iv) and shared with SLT, and parents are contacted to work together in supporting the child. All serious incidents are recorded on CPOMS.

For **serious behaviours that require Extended Support,** which pose a risk to safety, SLT are called immediately, and a trauma-informed response is coordinated with parents and relevant professionals. Appropriate actions following this are at the discretion of the Head Teacher and may include suspension.

When dealing with issues, we aim to:

- Avoid confrontation
- Listen carefully to all relevant viewpoints
- Establish the facts
- Use restorative practice to understand and address the behaviour and to aid reflection
- Use sanctions proportionately

This list is for use as a guide only and is not exhaustive. Following an investigation, the headteacher has the power to consider to use a suspension and a permanent exclusion as a consequence for a breach of the school rules, expectations and routines.

Online Behaviour of Pupils

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 guidelines.

Off-Site Behaviour of Pupils

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. Devices will be confiscated from children immediately and returned to parents.

5. Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values of independence, resilience, motivation, reflection, communication and co-operation. 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:

Independence – Making our own, well-informed choices

Resilience – Taking responsibility for our own learning , showing perseverance and working hard to improve.

Motivation – Engaging in learning and always wanting to take it to the next level.

Reflection – Thinking carefully about our behaviour and learning choices.

Communication – Being able to communicate well by listening and responding sensitively.

Co-operation – Working well with others, being responsible, adaptable and respectful of others' skills.

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. This also takes place weekly within our Empowerment Assemblies every Friday afternoon, where pupils are celebrated across the school, and through our VIP system.

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 learning behaviours and values
- Promote Reflection

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

6. Support and Intervention for Pupils

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.

Assistant Headteacher: Our Assistant Headteacher leads on the managing of behaviour at all levels. They are responsible for policy, coaching staff, leading professional development and monitoring and evaluating the systems, processes and provisions that are in place.

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

Emotionally Available Adults

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

Statutory Policies | Sholing Junior School (sholing-jun.co.uk)

Identification of Pupils for Targeted Support

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

Time In Rather Than Time Out

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

Universal Provision

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

- **Fostering positive relationships**
- **Daily check-ins with pupils**
- **Greeting children upon arrival at school**

Use of ELSA/Nurture

We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

Small Group Interventions

Small group interventions, such as 'Talk About' and 'Zones of Regulation,' may be 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/Personal Progress Plan, which is closely tracked and monitored regularly.

Use of Outreach or Alternative Provision (AP)

In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. The agencies and Local Alternative Provision we use are (but are not exhaustive to):

- SAOS
- CAMHS
- Compass School
- Forest Schools

7. 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 Suspension

In cases where it has been necessary to use a suspension , our school follows a structured and supportive approach to their return. This involves a reintegration plan that is co-produced 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.

sjs-het-exclusion-policy-sept-23-24.docx.pdf (primarysite-prod-sorted.s3.amazonaws.com)

Reduced Timetables

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

Further information from the local authority regarding Reduced Timetables can be found here.

Reduced timetables (southampton.gov.uk)

Alternative Provision

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

8. Expectations and Reasonable Adjustments for Pupils with SEND

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

Targeted IBPs (Individual Behaviour Plans)

Targeted Individual Behaviour Plans (IBPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IBPs 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.

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.

9. Child-on-Child Abuse

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

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

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

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

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

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

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

10.Use of Force and Powers to Search

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

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 disregualtion management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DofE guidance.

Medically Risk-Assessed Techniques

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

Physical Intervention

A new provision came into force on 1 September 2006, which clarified the powers of teachers and other staff in using use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. The Act does not cover all situations in which it might be reasonable for someone to use a degree of force (i.e. for someone to defend themselves against an attack). In reading the following guidance we should never forget that the number of situations which require the use of some physical control or restraint are extremely small. We also recommend that all staff should not restrain a child unless absolutely necessary and must call for a member of the SLT immediately, or a member of staff who has been trained in positive handling by a body recognised by the school.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil.

These fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury

- where there is a developing risk of injury, or significant damage to property

- where a pupil is behaving in a way that is compromising good order or discipline

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil

- pupils are fighting

- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property

- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to cause injury

- a pupil absconds from a class or tries to leave school (This will only apply if a Policy No. 17 (Review February 2022) pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave the classroom

- a pupil is behaving in a way that is seriously disrupting a lesson

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident, and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper, or are acting out of anger or frustration. Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations an adult should remove other pupils who might be at risk, and then summon assistance from a colleague or colleagues. Actions by trained adults should, where possible, avoid using any form of restraint unless another adult is present.

Application of Force

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils

- blocking a pupil's path

- holding

- pushing or pulling

- leading a pupil by the hand or arm

- shepherding a pupil away by placing a hand in the centre of the back

Staff should NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe

- slap, punch or kick a pupil

- twist or force limbs against a joint

- trip a pupil

- hold a pupil by the hair or ear, or face down on the ground

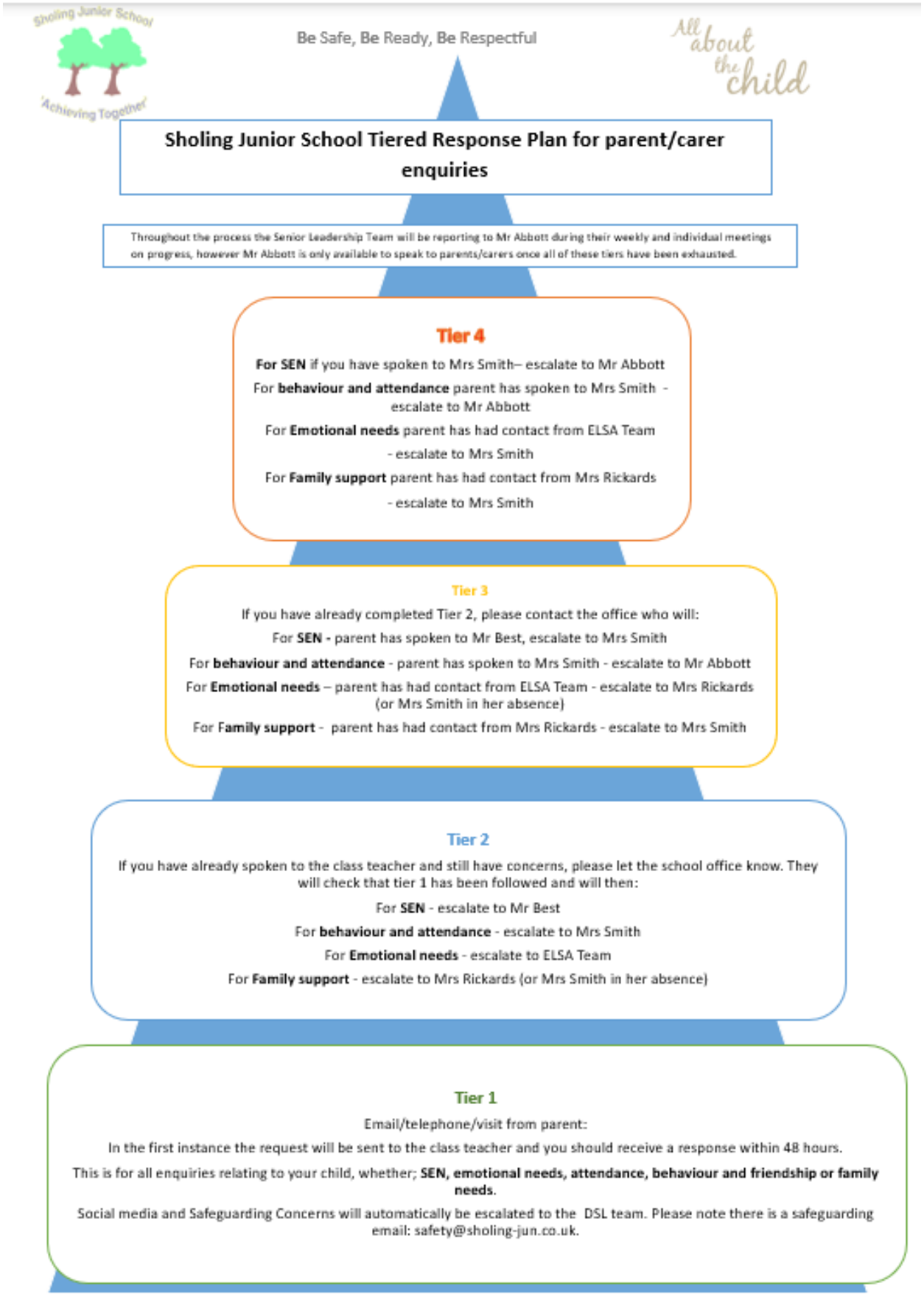
Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be an incident log, kept by the Head Teacher of all incidents, which is sent to the Hamwic Education Trust. Immediately following any incident the member of staff concerned should tell the Head or Deputy and provide a written report as soon as possible afterwards. That should include: - the name(s) of the pupil(s) involved, and when and where the incident took place - the name of any other staff or pupils who witnessed the incident - the reason that force was necessary (e.g. to prevent injury to the pupil) - how the incident began and progressed, including steps taken to calm the situation, the degree of force used, how that was applied and for how long - the pupil's response, and the outcome of the incident - details of any injury suffered by the pupil, any member of staff and any damage to property It is also essential to inform parents of any incident involving the use of force or restraint involving their child, and give them an opportunity to discuss it. Staff will need to seek advice from a senior colleague when compiling a report. They may also find it helpful to contact the relevant professional association. NOTE: This Act does NOT authorise the use of corporal punishment in any circumstances. Nor does it intend to encourage the use of inappropriate force.

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 independence, resilience, motivation, reflection, communication and co-operation**,** that will serve our pupils well in their academic pursuits and throughout their lives.

Appendix I – Triage system for communication



Appendix ii - Behaviour ladder

Support Tier	Steps to take	Language by Adults	Examples to use	Behaviours potentially seen leading to support
Support 1 Regulated – Positive conversation for being successful pre lesson end Unregulated – Progress to support 2	• Use non-verbal cues before verbal intervention • Reduce audience and attention where possible • Acknowledge the feeling without focusing on the behaviour. • Remind the child of known regulation strategies.	"I can see this feels tricky." "Let's think about what might help." "Would you like option A or option B?" "I'm here if you need me."	• Point to the visual timetable. • Place a regulation card on the desk. • Use a pre-agreed signal. • Quietly ask, "What do you need right now?" • Offer a drink, movement break or classroom role. • Redirect to an achievable task.	• Talking over the teacher. • Unkind remarks. • Distracting others. • Disruptive noises. • Answering an adult back. • Swearing (one off). • Rough play • Deliberately annoying others. • Unsafe hands and feet.
Support 2 Regulated – Reflection sheet completed and stored. Reset pre next lesson. Unregulated – Progress to support 3	• Move closer and provide calm support. • Reduce demands temporarily. • Help the pupil identify what is happening. • Support the use of regulation tools. • Use curiosity rather than correction. • Provide time and space without pressure.	"Let's work this out together." "I wonder what's making this feel difficult." "What's your body telling you right now?" "Let's choose one thing that might help."	• Short walk within school. • Use of a regulation station. • Emotion coaching conversation. • Access to sensory resources. • Breaking the task into smaller steps. • Temporary adjustment to expectations.	• Refusal to work or follow instructions (including completing their reflection). • Misuse of school equipment • Inappropriate use of toilets • Inciting others to misbehave • Intentional swearing (not directed at anyone) • Stealing • Telling lies • Disobedience or rudeness to adults.
Support 3 Regulated – Reflection sheet completed and stored. Reset pre next lesson. Parents informed by end of day. Unregulated – Progress to Extended Support	• Remove additional demands. • Prioritise safety and connection. • Reduce verbal interaction. • Allow processing time. • Support transition to a quieter environment if needed. • Use trusted adult support where appropriate.	"You don't need to talk right now." "Let's focus on helping you feel safe and calm." "We'll sort this out together." "When you're ready, we'll make a plan."	• Accompanied regulation break. • Time in a designated calm space. • Completion of a reflection or regulation tool once calm. • One-to-one support to identify needs. • Supported return-to-learn conversation.	• Swearing at another person. • Leaving the classroom without permission. • Deliberate hurting another pupil, either physically or emotionally. • Throwing or kicking objects that could cause harm. • Vandalism. • Going into areas which are out of bounds. • Aggression towards adults. • Deliberately stealing. • Using serious threatening behaviour. • Total refusal to follow instructions and doing what is asked. • Swearing (including offensive hand language), which is directed towards someone. • Bullying (Anti – bullying pack to be implemented immediately). • Racist or homophobic language or actions.
Extended Support Regulated – Reflection sheet completed and stored. Reset completed as appropriate. Parents informed by end of day. Unregulated – SLT to discuss next steps.	• On call staff to be radioed/called • Support steps will be reiterated	"What can we learn from what happened?" "What helps you most when things start to feel difficult?" "How can adults support you better?" "Let's make a plan together."	• Above examples to be used as appropriate	• Serious violence with intent to cause harm against pupil or staff. • Sexual assault or abuse • Supplying or carrying an illegal drug • Carrying an offensive weapon • Repeated bullying • Leaving school site without permission

Key Principles Running Through All Stages

- Connection before correction.
- Curiosity before consequence.
- Regulation before reasoning.
- Dignity at all times.
- Least support first.
- Promote independence, not dependency.
- Behaviour is communication.
- Every interaction is an opportunity for empowerment.

Summary

Support 1: Remind → Redirect → Choice

Support 2: Co-regulate → Reduce demand → Problem solve

Support 3: Protect regulation → Restore calm → Return to learning

Extended Support: Understand patterns → Plan adjustments → Build long-term self-regulation skills

Appendix iii – Orange reflection sheet

Sholing Junior School
Achieving Together

Orange behaviour reflection sheet

To be completed by the child:

Name _____ **Class** _____ **Date** _____

Which rule did I break? Tick which ones apply:

Be ready ☐ Be safe ☐ Be respectful ☐

This means that I was not:

Letting children learn	Being co-operative	Listening well
Keeping my peers safe	Listening well	Following directions
Keeping adults safe	Being kind	

My actions made me feel:

_____
_____
_____
_____
_____

I will fix my poor choices by:

_____
_____
_____
_____

Signed _____ (pupil) Signed _____ (teacher)

Recorded on behaviour spreadsheet ☐

Appendix iv – Red reflection sheet

Sholing Junior School
Achieving Together

Red behaviour reflection sheet

To be completed by the child:

Name _____ **Class** _____ **Date** _____

Which rule did I break? Tick which ones apply:

Be ready ☐ Be safe ☐ Be respectful ☐

This means that I was not:

Letting children learn	Being co-operative	Listening well
Keeping my peers safe	Listening well	Following directions
Keeping adults safe	Being kind	

My actions made me feel:

_____
_____
_____
_____
_____

I will fix my poor choices by:

_____
_____
_____
_____

Signed _____ (pupil) Signed _____ (teacher)

Signed _____ (SLT)

Recorded on behaviour spreadsheet ☐ Recorded on CPOMS ☐

Parent spoken to by _____