Behaviour Policy

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1. Introduction

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

This policy sets out how the school to provides a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core

values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

2. Definitions

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

3. Behaviour Policy

Introduction & Intent

At Springdale First School we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our Behaviour Policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our School Values

At the heart of our Behaviour Policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values, which include:

We believe that when we have a positive growth mindset, a creative mind, determined and persistent attitudes we can achieve beyond our own expectations. This is articulated in our Vision statement and it underpins everything that we do.

Imagine, Believe, Achieve.
Imagine with all your **mind**
Believe with all your **heart**
Achieve with all your **might.**

Underpinning our Vision and Values - 'Imagine, Believe, Achieve' - we believe in developing a growth mindset culture throughout our school. Enabling all learners to realise the power of the brain and the continual intrinsic desire for our brains to grow, shapes ourselves as learners. Therefore, we prioritise supporting children to develop an awareness of their internal dialogue, their thoughts, and to use a growth mindset dialogue which will therefore develop enabling learning skills. These are illustrated through our PRIDE acronym.

Perseverance & Persistence
Reflective & Resourceful
Inquisitiveness & Independence
Drive & Determination
Enthusiasm & Excellence

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners.

We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in all Schools.

DfE's Guidance on Minimum Expectations of Behaviour

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

We are dedicated to:

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

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

Relationships

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

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma-Informed Schools - UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

We communicate through;

- Parentmail
- 1:1 phone calls home
- Online platforms such as TEAMS and Tapestry (for Reception children)
- Termly parent meetings

Joint Working with Agencies

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

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the safeguarding and well-being of the pupil at the forefront of our actions.

4. Leadership and Management of Behaviour

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

Roles	Role	Responsibilities
SEND governor	• Strategic overview • support and challenge	• Meet with SENCo on a half-termly basis. • Reviewing Bromcom behaviour data with SLT responsible • Provide written records for each visit to feedback to governing body • Provide support and challenge to SLT in relation to behaviour in school • Triangulate sources of evidence in order to understand progress the school is making towards school improvement for behaviour and inclusion
Headteacher	• Strategic responsibility of behaviour in school • intent for behavioural standards • implementation and impact of behaviour policy	• Set standards and non-negotiables in regard to behaviour within school • To understand School/Trust strategy and hold senior leaders and year leaders to account for the quality of provision for identified pupils • Ensure the Behaviour Policy and School Values statement are current and reflect provision across the school • Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual provision and progress of their child. • Oversee all pupils on reduced timetables in relation to challenging behaviour, ensuring reviews are fortnightly. • Ensure the use of suspension is as a result of thorough investigations, following of policy and as a last resort. • Act as a role model for all staff in regard to inclusive behaviour and expectations • Ensure the quality of education meets the needs of all pupils including those with challenging behaviours
SENDCo or other SLT responsible for Inclusion/Behaviour	• Co-ordination of behavioural provision and deployment of staff. • Monitoring of behaviour strategy/provision. • Data analysis and evaluation of impact. • Integral focus on behaviour and behaviour for learning in all lesson observations. • Modelling and coaching for staff – problem solving and facilitated conversation.	• Ensure all staff comply with systems for graduated response to behaviour. • Ensure accurate and ongoing identification of need to inform provision • Monitor the quality of behaviour plans and provision within lessons. • Quality assures planning for identified pupils with challenging behaviour and provide feedback to teachers. • Analyse Bromcom data and use information to inform planning for behavioural approaches • In-class informal support in modelling strategies and use of resources • Planned coaching of staff who require more intensive support for managing behaviour. • All Statutory duties outlined in national and local guidance for behaviour and discipline in schools • Actively work with parents to co-produce and review support plans, referrals and statutory paperwork to support outside agency support or outreach for behaviour • Lead, manage, monitor and evaluate the use of the graduated response model in school. • Oversee the graduated response to behaviour with regular reviewing and managing the entry and exit criteria

Year leaders / Phase Leaders	• Monitoring of pupil progress within year group. • Monitoring of high quality inclusive teaching and provision for SEND within year group. • Oversight of TA deployment and intervention across year group.	• Support teachers to complete behaviour identification, Behaviour Response Plans and IBP's • Quality assures plans and programmes of support in year group meetings. • Check school-based plans are completed within agreed timescales. • Quality Assure IBP targets are SMART, focused and fit for purpose • Review and oversee graduated approach class lists. • Check on high quality teaching for SEND pupils to ensure a lack of good quality teaching is not the underlying reason for behavioural concerns
Class teachers	• Delivery of inclusive teaching. • Target setting.	• Ensure behavioural strategies are in line with essential and best practice as outlined in the Teaching & Learning Handbook for managing behaviour • Oversee delivery of behaviour-based interventions.
	• Monitoring progress of individual students. Monitoring • of interventions.	• Make explicit links to interventions to support pupils in apply in learning situations. • Identify pupils' strengths and barriers to learning and record • Set long term outcomes and SMART targets for pupils in relation to their behaviour • Liaise with external agencies, including completing any written documentation. • Provide differentiated work which meets the individual needs of learners. • Implement provision for pupils with identified behavioural difficulties, including resources and equipment. • Provide planning for support staff to give them time to prepare for lessons. • Facilitate time for support staff to prepare specific resources. • Identify pupils for concern and contribute to the assess, plan, do and review cycle. • Create climate and environment pupils to behave well in class • Ensure the classroom environment is friendly, supports focus and concentration and engagement
Support staff	• Delivery of interventions. • Collation of data against targets/outcomes.	• Deliver structured interventions following delivery protocols. Record and track delivery of interventions. • Record progress towards intervention targets and communicate with class teacher. Support year leader in collating documentation in preparation for SENCo. • Read and be familiar with planning in order to be prepared for delivery. • Scaffold pupils' learning and encourage independence using the scaffolding pyramid • Support the teaching of SEND pupils under guidance of the class teacher • Feedback to the teacher of support given in lessons to inform future planning

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.

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual or department. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective

commitment to behaviour management and promotes consistency in our expectations and responses.

All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

Data Collection
Observation
Regular Review Meetings
Surveys and Feedback
Professional Development

5. **School Systems and Social Norms**

School Rules, Expectations, Routines, and Regulation

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. Alongside these rules and expectations all staff proactively support the development of regulation through the teaching of strategies, use of resources and through co-regulation. These are regularly communicated to pupils, parents, and staff. At Springdale First School, we are committed to fostering a safe, respectful, and inclusive learning environment. To uphold high standards of behaviour, all staff are expected to follow DFE guidance to respond to misbehaviour **promptly, predictably, and assertively**. This approach ensures that students understand the consequences of their actions, feel supported in making better choices, and that the learning environment remains purposeful.

At Springdale First School, we are;

Ready
Respectful
Safe

Communication

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

Rewards and Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of rewards and consequences. The consequences for behaviour that does not meet our established standards are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our consequences and reward systems are transparent and shared with pupils and parents

annually additionally these systems are displayed clearly throughout the school and upheld by all staff.

Step 1 – Gentle reminder of expected behaviour
Step 2 – Verbal warning
Step 3 – Moved within the class for regulation. Adult time in, to offer chance to change behaviour
Step 4 – Support from another adult in school

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences.

Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

Use of Mobile Phones

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

6. Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values of **PRIDE.** 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:

Emotional
Names emotions and expresses them with increasingly accurate vocabulary
Manages impulses of personal behaviour
Shows pride in successes

Social
Focuses on learning in class and can articulate this.
Attentive to directions, listening to the teacher
Shows empathy and appreciates diversity

Cognitive
Organises time and space for own learning
Sets goals and monitors own progress
Talks purposefully with peers, valuing other opinions

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

- **Explicit Instruction**: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.
- **Positive Behaviour Support**: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling**: Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement**: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will co-produce the curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values
- Promote Reflection

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

7. Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving various staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

- Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.
- Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.
- SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

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

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. We use the principles of Protect, Relate, Regulate and Reflect. These principles are delivered throughout Trauma-informed practice.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in **Section 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. These include:

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

Self-Regulation

"Self-regulation is the ability to control your urges and impulses and change your behaviour if needed."

All behaviour is communication. Behaviour communicates need. Staff should try and recognise what has led to negative behaviour when delivering a consequence and when planning subsequent support.
Self-regulation strategies can be used with individuals, groups of children or who classes to help children to manage their own behaviours and reactions.

Zones of Regulation

All children have access to a 'Zones of Regulation' chart in their classrooms to help the children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.
To support with this, every child self-registers with the Zones of Regulation when they come into school in the morning.
This can be a powerful tool for identifying children who are hungry, tired, or just not 'ready to learn' so a quick intervention can be put in place to support them. It can also be useful for peers to recognise if their friends are having a bit of a 'blue day' and need a bit of TLC.
In EYFS, the 'Colour Monster' book (author –Anna Llenas) will be used to introduce children to their emotions for this purpose with the aim to introduce children to the Zones of Regulation by the end of EYFS.

A critical aspect of the Zones is that everyone across the school knows and understands The Zones language. This creates a comfortable and supportive environment for our children to practice their self-regulation skills. The Zones allows pupils to experience and understand their emotions in a non-judgmental way and understand their triggers which lead to an emotional response. It is important to note that everyone experiences all of the zones —the Red and Yellow Zones are not the "bad" or "naughty" zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be tool to support children and not judge them.
Staff are able to support the children in each zone through reminding them of strategies to support in each zone.

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

- **Use of ELSA/Nurture** We employ Emotional Literacy Support Assistants (ELSAs) and Nurture programs to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.
- **Small Group Interventions** Small group interventions, such as 'Hamish and Milo' and 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.
- **Precision Teaching of Skills 1:1** For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.
- **Use of Outreach 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;

Winchelsea School
Beaucroft School
Christchurch Learning Centre
Montacute School
Linwood School
Longspee School

For more information about AP provision in BCP, please follow the link below; Alternative Provision (bcpcouncil.gov.uk)

8. Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably and know what is expected of them.

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from suspensions

In cases where it has been necessary to use a Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

9. Expectations and Reasonable Adjustments for Pupils with SEND

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

Targeted IEPs (Individual Education Plans)

Targeted Individual Education Plans (IEPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IEPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Behaviour response plans (BRPs)

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

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

10. Child-on-Child Abuse

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

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

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

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

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

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

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

11. Use of Force and Powers to Search

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

DfE Guidance

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

Training for Staff

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

Training Provider

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

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

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

12. Monitoring & Review

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

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

- Exclusions policy
- Physical Intervention policy