Tany's Dell Primary School and Nursery

BEHAVIOUR AND RELATIONSHIPS POLICY
October 2026

"*Recognition is a guaranteed relationship builder*."
Paul Dix

At Tany's Dell we remember to be a STAR:

S We are *SAFE*
T We are a *TEAM*
A We are *AMBITIOUS*
R We are *RESPECTFUL*

Introduction

This policy addresses the promotion of positive behaviour, in accordance with our school's general aims and ethos. It explains our commitment to children's personal, social and moral development, including mental health and wellbeing.

We understand that children are individuals and that their attitudes and values have been shaped by a variety of previous experiences. We recognise that society's attitudes and values are constantly changing and that it is vital for our school to promote constructive partnerships with parents and carers so that children can develop into well rounded individuals, who can make a positive contribution to society.

Children need a consistent, predictable and structured approach to enable them to develop self-esteem and self-discipline. We engage our children in the learning of positive behaviour by 'Reaching for the Stars'; this means that we encourage children to aim high in everything they do. We are careful to make reasonable adjustments for pupils with Special Educational Needs and/or a disability, as appropriate.

This policy identifies our approach to recognition and consequences. It should be read alongside our policies on Equity, Diversity and Inclusion, Teaching and Learning, Special Educational Needs, Mental Health and

Wellbeing, Child Protection and Safeguarding, and Exclusions Policy. These policies can all be found on our website.

Aim of the Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour policy for the following reasons:

- To promote a positive and caring ethos and culture
- To ensure consistency and security for the children, parents/carers and staff
- To ensure that school's expectations and strategies are widely known and understood
- To ensure that the whole school community is involved in making our school a safe space where everyone feels listened to and valued
- To provide support for ECTs, new staff, supply staff and non-teaching staff
- To help children acquire important social skills: a positive outlook, self-esteem, self-discipline, responsibility and respect for others and their feelings
- To safeguard children at all times, including recognising that bullying (and Harmful Sexual Behaviour) can happen in our school and doing our utmost to be vigilant and respond appropriately

Consistency is the key to successful behaviour management.

Consistent language and consistent response: referring to the expectations or the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.

Consistent follow up: ensuring certainty in the classroom, in the playground, and at senior leadership level.

Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

Consistent consequences: defined, agreed and applied at the classroom level as well as established procedures for break times and structures for more serious behaviours.

Consistent, simple expectations and agreements, promoting appropriate behaviour.

Consistent icons, symbols, visual cues and signage.

Consistent respect from the adults, even in the face of disrespectful pupils.

Consistent models of emotional control.

Consistently reinforced expectations and routines for behaviour in classrooms and around the site.

Consistent environment: displays are of a high quality with familiar visual messages, reinforcing our values.

Policy Statement

At NET Academies Trust, we understand that how we interpret behaviour is vital. We understand that behaviour is understood as a communication of unmet need or as an adapted, defensive stress response. We recognise that modern science is showing that there is a huge difference between misbehaviour and stress behaviour.

Misbehaviour: the key to any misbehaviour is that a child could have acted differently; that they are aware that they shouldn't have done something and were capable of acting differently.
Stress behaviour: the key to stress behaviour is that the child is not fully aware of what they are doing, or why they have limited capacity to act differently. Stress behaviour is caused by too high a stress load. The challenge can be figuring out why the child's stress is so high.
(adapted from the *Essex Trauma Perceptive Practice Manual*)

Our Approach

Relationships

Relationships are at the heart of everything we do. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life and beyond. We understand the importance of feeling safe in promoting social engagement and learning. Our focus is to create a culture with high expectations of behaviour, establishing calm, safe and supportive environments conducive to learning, ensuring that all pupils feel safe within the school and develop positive, trusting relationships with all members of the school community.

We believe that everybody in school has the right to:

- be treated with respect and kindness
- learn, develop and progress
- feel safe

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We practise relentless routines and visible consistencies that all children and staff follow.

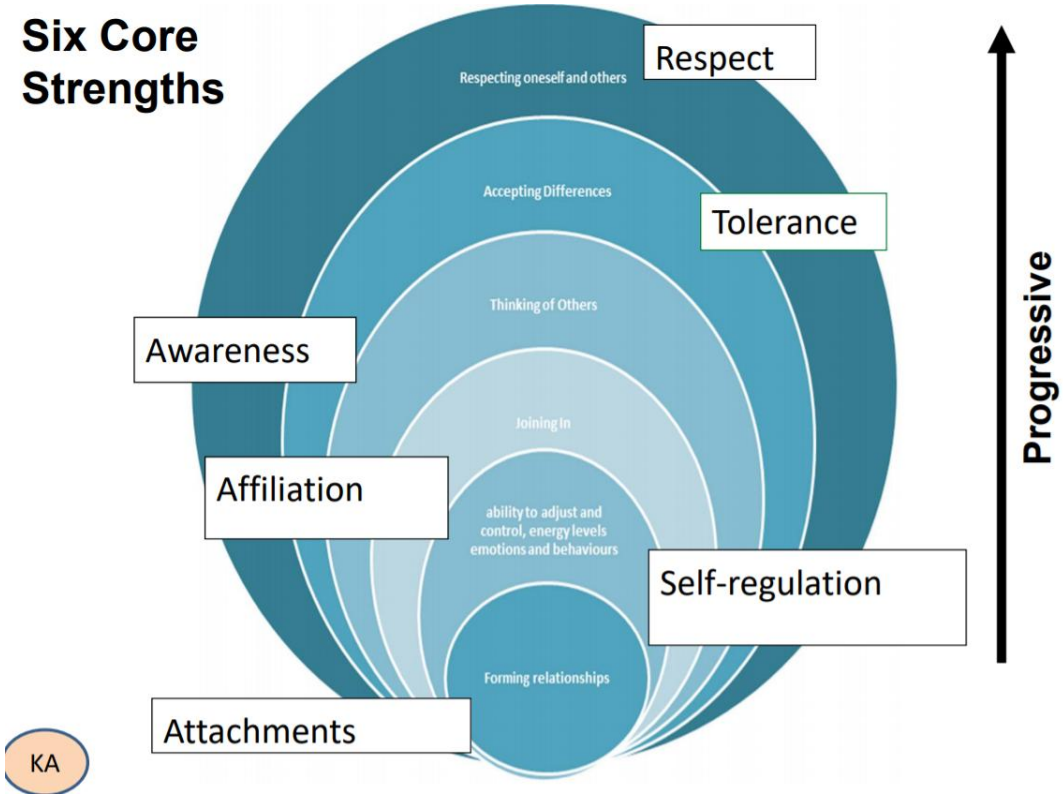
Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour; this includes non-teaching staff and visitors to the school. It is our firm belief that we can promote a positive pattern of behaviour through example. The adults encountered by the children at school have an important responsibility to model standards of behaviour (both in their dealings with children and with each other), that reflect the Tany's Dell Way. There will be many chances throughout the school day to seize opportunities to praise and reinforce good behaviour, as well as helping children to develop strategies to cope in challenging situations.

All adults in the school share these 5 Pillars of Practice:

1. *Consistent, calm adult behaviour.*
2. *First attention for best conduct.*
3. *Relentless routines.*
4. *Scripting difficult interventions.*
5. *Restorative follow up.*

All staff at Tany's Dell Primary School and Nursery have high expectations of children's behaviour in order that every child achieves his or her full potential and we make a point of acknowledging, praising and showing recognition for behaviour that is positive. Children should be proud of their good behaviour. Children are praised publicly and reminded in private.

Our positive approaches are based on understanding that pupils are learning how to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled. This clearly suggests that triggers and challenge will arise, which will need to be managed. Children will be supported to develop relationships in accordance with Bruce Perry's six core strengths (see diagram below) moving from forming secure attachments to respecting others; this represents that good learning has taken place.



Trauma Perceptive Practice (TPP)

'Compassion and kindness, instead of blame and shame'.

An understanding of trauma, chronic stress and childhood adversity underpins our approach to relationships within our school community. We are committed to ensuring that our school community understands the impact these have on a child's development, behaviour and learning to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning.

We have worked closely with our Local Authority (Essex) who have provided training and guidance on the Trauma Perceptive Practice (or TPP) approach. There is a growing body of research and understanding of

the impact of childhood adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At NET Academies Trust, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. The TPP approach encourages a shift in our mindset to a 'trauma perceptive' description of vulnerable children and young people. When working in this way we can create a culture of:

- Compassion and kindness instead of blame and shame
- Hope instead of hopelessness
- Connection and belonging rather than disconnection

Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support to achieve the high expectations we have for behaviour for all children.

Our priority will always be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques will be used to help prevent further behaviour issues arising and to help the child return to their Window of Tolerance. In line with TPP, these may include respecting personal space, keeping tone and body language neutral, being empathetic.

We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work.

Our School Expectations

An important part of our approach are the clear expectations. These behaviour expectations are closely linked to our Values. We use the same wording and phrases so that we do not overload children with unnecessary things they need to remember. We only have four expectations, which can be easily recalled by remembering the word STAR. From the moment children start in our Nursery right through to Year 6, we talk to children about being a Tany's Dell **STAR** and 'reaching for the stars'. This is how we encourage children to conduct themselves both in and out of school, in every aspect of their lives.

S We are SAFE
T We are a TEAM
A We are AMBITIOUS
R We are RESPECTFUL

If we need to discuss or respond to any behaviour, positive or negative, we will relate it to the STAR values above.

Our STAR expectations develop as children progress through the school. The progression reflects increasing independence, self-regulation, awareness of others and responsibility for the wider community. This developmental approach is informed by Bruce Perry's six core strengths: attachment, self-regulation, affiliation, awareness, tolerance and respect.

	EYFS	KS1	LKS2	UKS2
Safe	Feel safe and learn routines	Recognise feelings and make safe choices	Regulate and take responsibility	Create safety for self and others

Team	Build relationships and join in	Include and belong	Collaborate and understand others	Contribute and strengthen the community
Ambitious	Explore and try your best	Keep trying and learn from mistakes	Challenge myself and become independent	Own my aspirations and goals
Respectful	Be kind and care	Consider others	Understand differences and perspectives	Act with integrity and make a difference

The following statements provide a developmental guide to what our STAR values may look like in learning and behaviour as children progress through the school. They support adults to teach, model, recognise and reinforce our expectations in an age-appropriate way. We recognise that children develop at different rates, and some pupils may require additional support or reasonable adjustments to meet these expectations.

		EYFS	KS1	LKS2	UKS2
SAFE	**Learning**	I feel safe to explore, have a go and ask for help.	I know I can ask questions, make mistakes and try again.	I manage my feelings, ask for support when I need it and learn from mistakes.	I manage myself as a learner and help create an environment where everyone feels confident to learn and take appropriate risks.
	Behaviour	I learn our routines, make safe choices and ask an adult for help.	I recognise my feelings and make choices that keep myself and others safe.	I manage my emotions and take responsibility for choices that affect myself and others.	I regulate my behaviour, recognise risks and take responsibility for helping others feel physically and emotionally safe.
TEAM	**Learning**	I join in, share and learn alongside others.	I listen to others, share my ideas and help others to learn.	I collaborate, contribute my ideas and value what others bring to our learning.	I learn with and from others, adapt my role and help the whole team succeed.
	Behaviour	I build relationships, am kind and learn to play and work with others.	I include others and help everyone feel that they belong.	I notice the needs of others, celebrate differences and work positively with everyone.	I build positive relationships, value everyone's contribution and take an active role in my school and wider community.
AMBITIOUS	**Learning**	I am curious, have a go and keep trying my best.	I ask questions, keep trying and learn from my mistakes.	I challenge myself, persevere and become more independent.	I embrace challenge, set high expectations for myself and take ownership of achieving my goals.

	Behaviour	I try my best and feel proud of what I achieve.	I make positive choices that help me and others succeed.	I take responsibility for my choices and understand that they can affect my success.	I have high expectations of myself, make choices that support my future and encourage others to achieve their best.
RESPECTFUL	**Learning**	I listen to others and look after the things we use to learn.	I listen to different ideas and value other people's learning.	I listen thoughtfully and understand that people can have different ideas and perspectives.	I engage thoughtfully with different perspectives and take responsibility for my contribution to a positive learning culture.
	Behaviour	I use kind words and actions and care for myself and others.	I think about other people's feelings and treat people fairly and kindly.	I understand how my words and actions affect others and value people's differences.	I act with integrity, value different people and perspectives and use my words and actions to make a positive difference.

Recognition

"If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour".
Paul Dix

In line with the work of behaviour expert and author, Paul Dix, we always endeavour to 'catch children being good'. We call this 'positive noticing'. At Tany's Dell we use the following strategies for recognising and praising behaviour of a high standard, which demonstrates our school values. Regardless of how their day starts, 'Catching them being good' is a way of boosting a child's self-esteem. We recognise and praise children's effort and progress, in relation to our STAR values. We use this range of actions to ensure that all children feel valued, listened to and part of the community as well as being celebrated for their positive contributions.

Type of Recognition	What it looks like in practice	Impact
Star of the Week	One child per class is chosen to be the star each week. This is not earned or linked to their behaviour but is simply a special moment for a child to shine and let their peers get to know all the things that make them special. Parents and carers are invited to get involved in this too, as it is a celebration of who we are as individuals.	Every child feels valued and respected. They develop a strong sense of self, confidence and self-esteem. Children understand that everyone is different and they have the opportunity to learn about and respect cultures and traditions different to their own. Staff deepen their knowledge of individuals

	Every child gets the opportunity to have this experience once within the school year.	which strengthens relationships at all levels.
Verbal Recognition and Praise	During lessons, breaktimes, assemblies or at any point in the school day, adults will frequently take part in 'positive noticing' of behaviours that relate to our STAR Values. For example, a teacher may publicly praise the specific detail in a child's piece of work, linking this to being *Ambitious.* Adults will give specific feedback to a child about their effort, progress or particular detail they have included in a task.	Children's positive behaviour is recognised and reinforced. It is clear what is expected. Other children learn from this modelled behaviour and try to replicate it.
Positivity Postcards	A positive note home for something that is over and above everyday expectations or because it has been noticed that a child has made a significant effort to improve their work, behaviour or attitude. Positivity postcards can be written by any member of staff to any child and will relate to one of our STAR values.	Children can collect and keep these postcards as a memento and reminder of their positive behaviour at school. It reinforces that what they did was right. They continue to do the right things in school and others may also be influenced by this recognition. Children feel that their efforts are valued and noticed.
Merit Award	Three times per year we hold a special Merit Award Assembly where the teacher of each class chooses one child who has tried hard to model our school STAR values.	Public recognition for a child who is consistently striving to do right thing, shows that our community is committed to raising great citizens of the next generation.
Headteacher Award	At the end of each Academic Year, the Headteacher can choose one child to receive a certificate for this special award for consistently being **S**afe, being a **T**eam player, being **A**mbitious and being **R**espectful all year. We will be looking for someone who shows that they have had a positive impact on our community in a variety of ways, such as representing the school, raising money for charity or having a positive impact on others.	A child who has made significant, noticeable efforts to improve their own school experience and that of others, is publicly celebrated and announced as an a example of the power that human resilience and determination can have.

Restorative Practice

Alongside relational skills, all staff know how to hold effective restorative conversations with children. Some key questions are used to ensure the conversation is reflective, yet is not detrimental to a child's view of themselves.

What happened?
How were you feeling before?
How were you feeling at the time of the incident?
How are you feeling now?
How did this make people feel?

Who has been affected?
Is there anything we can do to make this right?
What support/help do you need?

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Addressing Behaviour with dignity

It is the positive feedback and encouragement and the building of self-esteem, that makes our Behaviour Policy work. All staff recognise and encourage good behaviour. It is also important that all staff respond consistently to behaviour:

Strip out the negative emotion and be professionally rational. I mean completely strip it out. Refuse to entertain the screw face, irritated tone or sharp word. Do not allow yourself to shout, point or even give the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. If you resist the urge to respond emotionally for 30 days it become routine, easy, normal – even working in the most extreme circumstances.'

Paul Dix, 2017

The table below informs the community on consequences. Conversations about misbehaviour and consequences will always include language related to our STAR values (which are also our behavioural expectations):

S We are SAFE
T We are a TEAM
A We are AMBITIOUS
R We are RESPECTFUL

Consequences are not punishments and they are about reparation and 'righting the wrong'. For some children, the conversation you have with will be sufficient where you can see that they have understood and will change their behaviour moving forward. All consequences must be logical and must make links to the incident. Not all children will be able to apologise and this could be a trigger for further behaviour, with the support or parents and carers, children will need to find ways to make the situation 'right'.

Our Behaviour Consequences

"If you want to establish true consistently over time, how and when you follow up is the crucial element" Paul Dix

Children will be taught, in language that they can understand, what is expected of them and what happens when things go wrong, promoting the idea that everyone is capable of improving their behaviour. A child is always given support and a chance to do the right thing. Particularly at the beginning of an academic year, children will spend time learning about the expectations.

Apart from where behaviours are extreme or dangerous, we use a three- step process**:**

1. **One reminder**
2. **One warning**
3. **Consequence** (consequences are listed in the middle column of the tables below)

Low Level Behaviour		
Behaviour	**Consequence**	
Distracting others	Teacher will make eye contact, gestures and nonverbal signals, encouraging the correct behaviours Restorative conversation either in the moment or at the beginning of the next available breaktime Complete work during social time Move to alternative working space Repeat Instruction and move seats to work independently Limited choice – 2 options Repetition and re-modelling of how we greet, speak or act towards one another. Asked to return and walk to the destination. Verbal reminder about safe behaviour.	Parents/Carers informed if this behaviour becomes a daily or frequent pattern
Incorrect and/or unsafe sitting position		
Not starting tasks promptly or not completing tasks in a timely manner		
Disruption of learning (e.g. talking or interrupting)		
Showing a lack of respect		
Not following instructions first time		
Not respecting someone's personal space		
Unsafe travel around the school (e.g. running)		

Medium Level Behaviour		
Behaviour	**Consequence**	
Repetition of low level behaviours in the same day	Restorative conversation about specific behaviour and loss of social time to reflect Apology letter during social time Complete work during social time Loss of social time to reflect on behaviour and fix/clean damaged item if safe to do so Phase Lead's class/partner class for reflection if the behaviour is interrupting learning	Communicated to parents verbally by class teacher on the day Behaviour will be recorded Consider Behaviour Support Plan for repetitive behaviours We expect that parents meet and work in partnership with the class teacher to improve behaviour if low or medium level behaviours are happening frequently
Hurting others		
Intentionally disrespectful Behaviour		
Leaving the classroom without permission		
Damaging property		
Dishonesty or refusal to accept responsibility for own actions		
Deliberate disruption, creating a disturbance to learning		
Encouraging others to make poor choices		
Refusal to follow adult instructions		

<table>
<tr><th colspan="3">High Level Behaviour</th></tr>
<tr><th>Behaviour</th><th colspan="2">Possible Consequences</th></tr>
<tr><td>Repetition or persistence of low and/or medium level behaviours (the consequence did not improve the behaviour)</td><td rowspan="11">Removal from classroom or playground to a member of SLT and loss of social time for one whole morning, one afternoon or one whole day, dependent on age, understanding and severity. Restorative and reflective work.

Internal suspension

Loss of social time for a fixed number of days, dependent on age, understanding and severity.

Removal from classroom or playground by member of SLT and loss of social time for one whole morning, one afternoon or one whole day, dependent on age, understanding and severity. Restorative and reflective work.

Fixed period ban from devices and internet use.

NB Bullying, racism and prejudice are dealt with on an individual basis due to severity.

Suspension and permanent exclusion are options for high level behaviours. This is decided on a case by case basis.</td><td rowspan="11">Behaviour will be recorded

Parent/carer informed by phase Lead or SLT

Time with Leadership Team to determine what happened, why and the most effective and appropriate consequences and next steps

Restorative measures taken so that victims and bystanders are supported

‘Star’ analysis with SENDCo to understand antecedents

Consider Behaviour Support Plan for repetitive behaviours</td></tr>
<tr><td>Physical Violence or attempted physical violence against a child or adult</td></tr>
<tr><td>Threatening or intimidating behaviour</td></tr>
<tr><td>Stealing</td></tr>
<tr><td>Purposely causing serious and/or irreparable damage to school property</td></tr>
<tr><td>Discriminatory language (verbal or written)</td></tr>
<tr><td>Highly disrespectful behaviours, e.g. spitting or offensive language</td></tr>
<tr><td>Actions or behaviour (including outside of the school day) that impacts negatively on the reputation of the school.</td></tr>
<tr><td>Causing a situation that puts self and/or others in danger</td></tr>
<tr><td>Misuse of the internet, Apps, or any electronic device, which causes danger, bullying, harm or embarrassment to others.</td></tr>
</table>

Behaviour Record

A record will be kept of Medium and High level behaviours. This can be used to analyse trends or patterns in behaviour for individuals or groups. Governors will analyse data relating to behaviour and in cases where these are falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

SEND and Communicating Behaviours

At Tany's Dell, inclusion is at the heart of our approach to relationships and behaviour. Every child is a valued member of our school community, and we are committed to ensuring that all pupils feel valued, understood and able to succeed.

We recognise that pupils may experience barriers to learning, participation and self-regulation for many different reasons, including SEND, disadvantage, individual circumstances or life experiences. We understand that behaviour can be a form of communication and seek to understand the factors that may be influencing a pupil's behaviour, while maintaining clear and consistent expectations for all.

We maintain high expectations through strong universal approaches, while recognising that some pupils may require reasonable adjustments, adaptations or targeted support to enable them to meet those expectations and experience success. Where individual needs or barriers are identified, we seek to anticipate and reduce these barriers and put appropriate support in place. This may include reasonable adjustments to the environment, routines, communication or approaches used by adults. When responding to behaviour, staff consider each pupil's individual strengths, needs and circumstances. We do not assume that because a pupil has SEND, this has necessarily contributed to their behaviour on a particular occasion; decisions are made in response to the individual pupil and the circumstances.

Through positive relationships, high expectations and appropriate support, we aim to ensure that every pupil feels they belong, sees themselves reflected positively within our school community and recognises that success is for them.

The Trust will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. Tany's Dell will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support and reasonable adjustments.

Incidents of a Serious Nature

It is recognised that at times, for some children further sanctions may need to be used.

Incidents of a serious nature will result in immediate referral to Headteacher or Deputy Headteacher. The Headteacher and relevant staff working closely with the child and parents/carers will address and resolve the behaviour together. Incidents will be recorded on Arbor. If necessary, a 'Behaviour Support Plan' will be formed. The plan will include provision of interventions aimed to teach skills and strategies to support the child to address poor behaviour.

Removals from the classroom (for more than a short period) will occur in response to serious misbehaviour. This will only happen only once other behavioural strategies in the class have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

- To allow the pupil to regain calm in a safe place.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration.

Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents will be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Physical intervention (Positive Handling) and the use of reasonable force

At Tany's Dell, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: DfE Behaviour in Schools February 2024

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the Headteacher.

Our school follows the Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'.

Within this guidance, it is regarded as best practice to record every incident where the use of positive handling has been deemed absolutely necessary and to follow the other recommendations set out in this document. Where it has been deemed necessary to positively handle a child, the detail of this will be communicated to parents.

Suspensions and Permanent Exclusion

We are an inclusive academy and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that suspensions and exclusions are avoided. However, in extreme cases, it may be necessary to exclude.

The Headteacher can exclude a pupil on disciplinary grounds for the maximum of 45 academy days per academic year. After this the pupil may be permanently excluded.

Should a child be continually and seriously disruptive during the lunch break the Headteacher is entitled to exclude the child from the academy premises for the duration of the lunch break. Such an exclusion will be treated in the same way as any other exclusion in terms of notifying the parents. Lunchtime exclusions shall count as a half day exclusion for the purposes of record keeping.

The Headteacher reserves the right, pursuant to Section 89(5) of the Educations and Inspections Act 2006, to exclude a pupil for actions committed out of academy hours and off academy premises, including when the child is not under the lawful control or charge of the academy.

The Headteacher will take account of their duty of care when excluding a pupil and not allow them to leave the academy premises until they are accompanied by an appropriate adult. To facilitate this the Headteacher will contact parents to arrange the collection of the child should the exclusion take place in the middle of the school day.

Under the Equality Act, the gender, race, ethnicity, disability or sexual orientation of a pupil cannot be a contributing factor in the decision to exclude them.

The Headteacher will not exclude any pupil or increase the length or severity of an exclusion for any non-disciplinary reason, such as poor academic attainment or the conduct of a pupil's parents. The academy will not place conditions on a pupil's exclusion whereby the failure to meet such conditions would result in the delaying of their return to academy. It is unlawful for pupils to be excluded from the academy during the presence of inspectors if they would not have been excluded otherwise.

Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, transphobic, homophobic, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust wants to make sure that all pupils feel safe in the NET Academies Trust and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Behaviour and Relationships policy and will not be tolerated. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying. This is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will results in disciplinary action.

If an allegation of bullying does arise, the staff at Tany's Dell will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher
- provide support and reassurance to the victim
- make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff, using the practices referred above, will make sure that they understand what they have done and the impact of their actions
- discuss the matter sensitively with both parties
- ensure that if a consequence is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is used

- consider whether exclusion is appropriate in light of the circumstances.

Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during the investigation this could lead to an adverse decision taken against the pupil.

Child on Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe in Education statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy. When required school staff will seek advice from children's services and the police.

Mobile Phones and use of technology

To promote positive behaviour, safeguarding, wellbeing and learning, pupils are not permitted under any circumstances to use mobile phones or smart devices during the school day. Any breach of this expectation will be managed in accordance with the school's behaviour policy.

Pupils in Year 5 and 6, who walk to school without an adult, are permitted to bring a mobile phone on site but this must be turned off before entering the school gates and handed in to a member of staff upon arrival for secure storage.

If we are made aware of fake images being created then we will take action as a school. This includes but is not limited to using AI to create fake profiles of staff or other pupils online.

Complaints

If parents/carers have concerns or complaints over the implementation of this policy, they should report this to a member of staff or the Headteacher in accordance with the Trust's complaints policy. If the concern relates to an exclusion or suspension, the statutory procedure set out in the exclusions guidance will be followed.

Appendix A
Behaviour Expectations Poster

Tany's Dell Primary School

Expectations

At Tany's Dell we remember to be a STAR



S We are Safe



T We are a Team



A We are Ambitious



R We are Respectful



Appendix B

REASONABLE FORCE / PHYSICAL INTERVENTION
INCIDENT RECORD

Think PRICE

P — Prevention / preparation	What steps were taken to prevent escalation and keep people safe?
R — Risk assessment	What was the immediate risk? Why was intervention necessary at that point?
I — Intervention	Exact actions / contact used, by whom, position and sequence. Identify the trained approach used; do not write only "PRICE hold".
C — Communication / care	Instructions, communication with pupil, monitoring, comfort, dignity and any adjustments made.
E — Ending / evaluation	What changed so the intervention could stop? Confirm it ended as soon as safe; record debrief and learning.

Pupil and incident details

Academy	
Pupil name	
Class	
Date of incident	
Time of incident	Start: End:
Exact location	
Staff directly involved / roles	
Other staff / witnesses	
Person completing form / role	

Immediate risk and reason for intervention

Describe the specific, immediate risk and who/what was at risk. Avoid labels or assumptions.

Reason(s) (tick all that apply):
☐ Prevent injury / imminent harm ☐ Prevent an offence ☐ Prevent damage to property
☐ Maintain good order / discipline (where legally permitted) ☐ Other: _____

Events before intervention and de-escalation

What happened immediately beforehand? Include observable behaviour, triggers/context and relevant known needs.

Strategies attempted (tick and add detail):
☐ Calm verbal prompts ☐ Reassurance ☐ Offer of space / time ☐ Choices / redirection
☐ Remove other pupils / reduce audience ☐ Call for assistance ☐ Other: _____

What was tried, by whom, and with what result? If not attempted, explain why.

Injury, distress and medical / safeguarding response

Pupil injury / marks / distress	
Staff / other person injury	
First aid / medical assessment	
Safeguarding concerns / referrals	

Pupil voice

Pupil's account / views	
Support after incident	

Parent /Carer communication

Parent/Carer contacted	
Date/Time	

Staff declaration and management review

Staff completing record		
Signature / date		
Senior Leader reviewing		
Review action		
Review signature / date		