Twin Sails Infant School & Nursery
Hamworthy Park Junior School

Positive Behaviour Policy

Including Anti-bullying

September 2025

Date reviewed	September 2025
Governors approved	September 2025
Date of next review	September 2026

Purpose and Intent

This policy has been drawn up in accordance with the schools' values, ethos and vision, alongside statutory guidance and reflects our Trauma Informed Schools practices.

At Twin Sails Infant School & Nursery and Hamworthy Park Junior School, we value every individual child and believe that a safe, nurturing and inclusive environment, alongside maintaining consistently high expectations for behaviour, is one in which children feel safe and can flourish.

Therefore, our ethos is:

Every Child, Every Day, Every Possibility

At the heart of our Every Child ethos, we ensure that all relationships are respectful, consistent, and built on trust. All members of our school community are responsible for always modelling our ethos and values, in line with our Code of Conduct & Staff Handbook. Everyone understands that we value everyone equally, are fully inclusive and have zero tolerance towards prejudice behaviour.

Relationships

As a Trauma Informed School, we recognise that trauma can impact children, young people, families, and communities, therefore through the framework of 'Trauma-Informed Practice,' we are committed to improving safety, resilience, and well-being for all. We do this through creating safe and nurturing environments; helping children to manage their emotions and promoting connection and empathy through positive relationships. See our Relationships Policy and PHSE and Relationships curriculum.

Sometimes, children and families will benefit from additional joint working with the school and other agencies beyond the school. These may include Bournemouth, Poole & Christchurch Local Authority agencies as well as Health and other services that support children's well-being. We are fair and transparent in all our partnership workings.

The schools align much of the ethos and approaches in our behaviour policy to Paul Dix's book 'When the Adults Change', which states that the answer to effective behaviour management 'lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective & utterly consistent.' We support the belief that 'Visible consistency with visible kindness allows exceptional behaviour to flourish'. We also believe that 'deliberate botheredness' is crucial to ensuring high expectations for behaviour- all adults are encouraged to consider that the standard you walk by is the standard you accept.

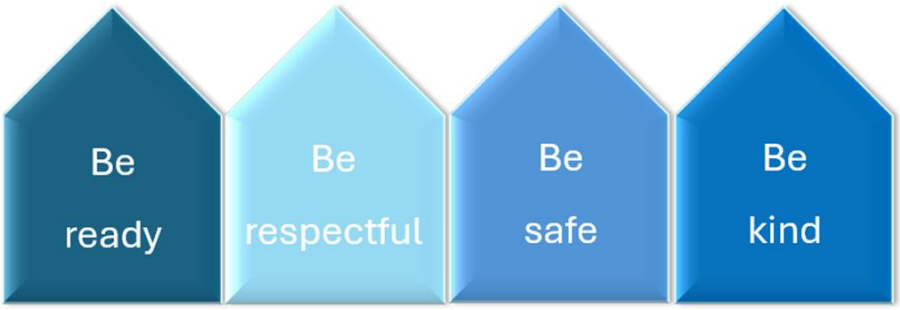
Leadership & Management

To ensure that our ethos and approaches are effective, we believe that Leaders share this responsibility at all levels throughout the school community. This is reflected in our Graduated Response for Social, Emotional and Mental Health - which identifies how all staff contribute to these approaches, and support children and families at differing levels of need and frequency.

Behaviour and well-being are closely monitored through a range of activities. These are outlined in our Monitoring and Evaluation schedule, which includes engaging with both pupils and parents alongside general observations throughout the school day. This analysis is shared with Governors and reflects the Behaviour and Attitudes illustrated in the Ofsted handbook.

School Expectations and Supporting Systems

The schools use 4 rules which are used consistently across both schools, to ensure pupils can 'Be Brilliant', these are:



Positive reinforcement of the rules: All children will be praised for following the behaviour expectations (Be ready, respectful, safe, kind). These rules are displayed throughout the school, and on the playground, as they will be referred to throughout the school day.

Each classroom has a **'Be Brilliant' display**, to ensure consistency across the school. These include a visual representation of the 4 rules (on beach huts) as well as the 5Rs. At the Infant school, the pupil's names are displayed on the board, around the sun. Each class also has a **recognition board**. This is used as a collaborative, whole class strategy to praise and reward exceptional behaviour. The teacher may choose a particular rule or 5R to focus on or look for exceptional behaviour or learning from an individual. The pupils name will then be put on to the recognition board. Younger pupils may also be given a sticker. The pupil's name will then also be written onto a **raffle ticket** and placed into the blue bucket. Each Friday, a name will be pulled out of the bucket and this child will be invited to go for a **hot chocolate**.

At the Junior school, the child will also receive a **House Point**, when their name is placed on the recognition board. At the end of a lesson, the child is given a coloured House Point cube, which is placed in their House team container. House Points earned that week are collected weekly by the House Captains and transferred into **tokens**. These tokens go towards a whole school House Cup reward for the winning team at the end of each half term, with an additional reward for the house who wins the overall tally at the end of the year.

Postcards will also be used for positive reinforcement and can be used to celebrate any aspect of a child's behaviour or learning, with a suite of tailored postcards that highlight each of our Be Brilliant rules. This will encourage children to want to achieve the whole set.





In addition, teachers will choose a child each week to receive a **5R learning behaviour postcard** in our celebration assembly. The pupils work or achievement will also be shared and displayed in the hall for the week, moving to the year team 5Rs celebration display at the end of the week.

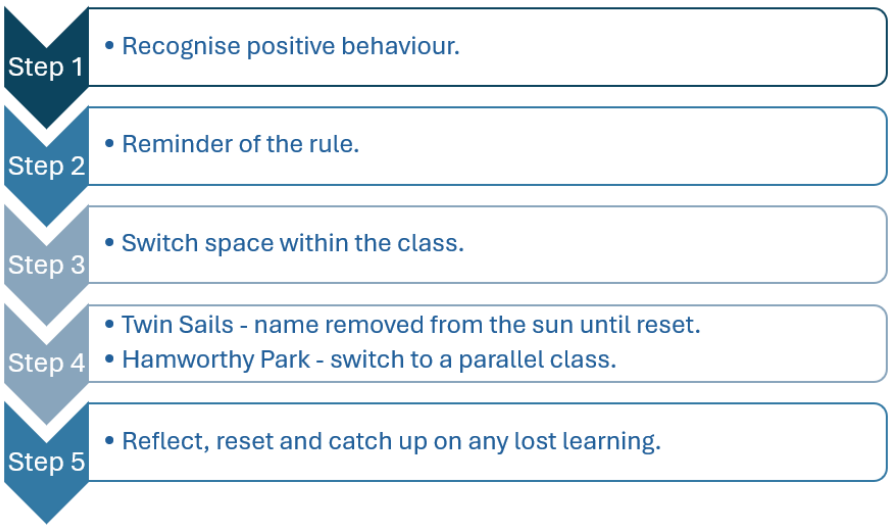




Each class will also work as a team to earn **stars in their class jar**. They will make a collaborative effort towards an identified 'be brilliant' or learning behaviour, or a shared school expectation. The class will decide what the reward will be before stars are collected. Once the 'jar' is full of stars the reward will be celebrated.

To ensure consistency and clear expectations for behaviour around the school environment, we use the phrases, '**legendary line-ups',** '**relentless routines'** and **'tremendous transitions'**. Classes may receive a star in the jar for demonstrating a positive collaborative approach to this.

Where pupils' behaviour indicates that they are not fully following the 'Be Brilliant' rules, the following steps may be taken:



Hopefully, this time to reflect and grow will be enough to enable the child to become successful again. Where necessary, teachers may wish to speak to parents and the child together to ensure everyone is supporting the child to make better choices going forward. If the child continued to need further reminders, to follow our rules, then they will be given a final verbal warning that a consequence would be given, such as time with their teacher to complete incomplete work at the start of play time; or time outside at play walking beside the adult to help reflect and observe positive behaviours and interactions. This is providing an opportunity for '**Restore, redraw and repair'**.

Further Individualised Support

If the above approaches are not working, the teacher and Year Leader will decide on an appropriate sanction based upon the behaviours that are being displayed. This could include spending time with their Year Leader or speaking to a member of the Leadership Team. Parents will be made aware if their child does need to spend time in another classroom or if they've seen a member of SLT.

If the behaviours are deemed to be too severe, such as aggressive altercations, an internal suspension may be put in place. Whilst this is rare, a decision to separate a pupil from their peers, is the only solution to prevent any further risk, further distraction from learning or harm towards others. This internal suspension sees the pupil spend a specific amount of time, away from their peers with another adult in one of the appropriate HUBS. During this time, they will be provided with learning so not miss lesson time and receive time to reflect with a senior leader about their actions and the alternative choices they could have made in order to learn from the situation. Parents and carers will be contacted and notified of this decision and the reason behind the action.

At both Twin Sails and Hamworthy Park, we expect our children to behave respectful, responsibly, kindly and safely beyond our school gates, including when online. Therefore, we provide children with regular opportunities to learn about how to keep themselves safe in these circumstances through our computing, PHSE & Relationships and Health curriculum and subsequent lessons, as well as assemblies.

Behaviour Curriculum

Whilst we identify clear social behaviours expected by all our children and staff, we recognise that children need support and direction to develop and demonstrate these during their time with us. Therefore, we have designed a curriculum that continually provides regular time for all children to develop these skills well. This is through our PHSE curriculum, where we also help children to recognise and improve self -regulations skills. Emotional self-regulation or emotion regulation is the ability to respond to the ongoing demands of experience, with the range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions, as well as the ability to delay spontaneous reactions as needed. In other words, the ability to control your urges and impulses and change your behaviour if needed.

Alongside emotional and social behaviours, we believe every child should develop key learning behaviours that will enable them to flourish at school and beyond. When children and young adults acquire these skills, they are enabled to have a growth mindset, a belief and ability to manage challenge, to persevere when the going gets tough and to be creative in their thinking when learning may not be easy the first time. These are known as our 5Rs:



The development and acquisition of these learning skills take time, and modelling. Therefore, teachers build opportunities and experiences that give children time to understand and apply them all. Each classroom has a display of each skill and is referred to during teaching and highlighted during learning opportunities.

Staff have developed a progression of skills overview, (Appendix 2) that indicates the development of each skill across the Key Stages. This will be introduced to parents this year, to help inform them how well their child is developing their 5Rs and the aspirations to aim towards.

Children are supported to understand these in a variety of context through assemblies, sports events, classroom learning and the PHSE curriculum alongside more general activities found in school life, such as clubs and playtimes. Children are rewarded a 5R certificate, in our celebration assembly, to indicates which 5R they have particularly demonstrated and applied well.

Playtime Behaviours at the Federation

During playtimes and lunchtimes, children have lots of choice to play ball games, use equipment from the sports shed, or just have some quiet time on benches and other less busy areas of the playground. The 'Be Brilliant' rules are displayed and are referred to when recognising positive behaviour at playtime. If there is an incident where an adult has had to give a pupil a warning about their behaviour, a reminder of the relevant rule will be given. The pupil may be asked to walk by the adult on duty ('Walk and talk with me') to

discuss their behaviour and observe others who are able to behave as expected. If the behaviour continues, the child will be asked to stay with the adult on duty for the duration of playtime and the teacher informed of this. An opportunity to reflect, redraw and repair should be given before they rejoin the next playtime.

Children who take responsibility for their actions, show empathy and a desire to learn from their mistakes will more readily be able to apply the 'Be Brilliant' rules on the playground.

Pupil support and interventions

At the Federation, we recognise that children who may have additional needs or have been exposed to trauma or disharmony in their life may need extra support to develop their own self-regulation skills. Whilst all adults are aware of being emotionally available for any child, the class teacher will be at the centre of this scaffolding but may also be supported by the Pastoral team. If extra support is required, the teacher will complete an initial enquiry form, with consent from parents. The form will highlight the area of need the child is demonstrating and any contextual information behind this. The Pastoral team will triage case by case with the SENCOs and Senior Leaders, to ensure the right children receive the right support programme.

The Pastoral team - Mrs Henstridge and Mrs Brown, alongside Mrs Richards, our HLTA for SEMH, are trained in working with children with emotional needs. The support can come in a variety of forms including:

- ELSA - emotional literacy support programmes
- One to one check ins
- Nurture group work - such as Talk About
- Precision teaching of a key skill, on a one-to-one basis or in a group
- Time in sessions - where the child may not be best to remain in the class but is supported by a Pastoral team member or teaching assistant in another part of the school, somewhere quiet or with other children who will not be aware of the challenges the child has just faced.

Where appropriate the SENCO may benefit from other experts in the field of child behaviour and development, and therefore contact experts beyond our school. This may include Outreach Workers who are located at Wincheslea, Montacute or Longspee Schools within BCP, or the Educational Psychologist or an Alternative Provision such as sensory play or a counsellor for example. Where this happens, parents are fully informed and part of the discussions behind what would be best to meet the needs of the child.

Pupil transition and development

To maintain the relationship between a child and their teacher, we always ensure that on return to the classroom, after negative behaviour resulting in a consequence at any stage, the child will be spoken to by an adult, preferably the class teacher to reset the boundaries, reflect on their next step and be reminded of our school values and expectations. Children are not to be reminded of their misdemeanours but rather focus on the positive behaviours expected in the classroom. We want to ensure that children feel safe to return to their classroom and learning.

Re-integration from Suspensions

After an external suspension, the Executive Headteacher or Senior Leader will meet with the child, parents and class teacher on arrival back to school. During this meeting, the Executive Headteacher will reset the boundaries and ask the child to reflect on their next steps when they re-join their class. The Executive Headteacher will set achievable expectations for the first day back in school and will provide opportunities for the child to share with the Senior Leadership Team how well they are achieving.

Reduced Timetables

There may be occasions where it is felt necessary for a child to be placed on a part-time table. This may be due to a child not being able to cope with a full school day resulting in continuous unacceptable behaviours. The school will ensure that all avenues for supporting the child in school are explored first before putting a part time timetable in place. The SENCO will meet with Parents / Carers and a joint decision for how to proceed with a part time timetable, including expectations for how a child leaves and returns to the school site with minimal disruption to all involved. All part time timetables must be agreed by Hamwic Education Trust and the Local Authority informed. This is reviewed every 4 weeks with a view to increase over time, ending within 12 weeks.

Alternative Provision

Where required, alternative provision will be sought by the Executive Headteacher in partnership with the SENCO and parents, if it is felt that the provision at Twin Sails Infant School & Nursery or Hamworthy Park Junior School does not meet a child's needs at a specific time. Parents / Carers will be fully involved in the decision making for this and appropriate plans will be made to ensure that a smooth transition is achieved. Safeguarding processes will be adhered to whilst the child is registered at both the school and the alternative provider.

Expectations and reasonable adjustments for pupils with SEND

Occasionally, some children find following the 'Be Brilliant' expectations harder due to their identified social, emotional, or mental health needs. The child will most likely be on the SEND Code Register, and most likely benefit from an individualised behaviour support plan, which recognises individual high behaviour needs and identifies how we can support the child to work through those challenges.

In the plan we will identify the triggers that can cause and aggravate behaviours, the signs that indicate the child's emotions are escalating because they are finding it hard to self-regulate and therefore the ways in which adults or the environment may be used to help support the child to regulate. These plans take time to develop, as they are very individualised and therefore knowing the child incredibly well is the first step. We will always involve the child and parent to ensure the school can fully support the child more effectively.

The plans will also identify ways in which the child has opportunities to reflect, repair and learn from the incidents. These plans will need constant monitoring and evaluating, staff are encouraged to write notes of reflection to help the SENCO review what adaptions and amendments should be made to better support the child. Any changes will be shared with the parents.

Occasionally, a child who has an individualised behaviour response plan, may place themselves and/or others at risk from harm. Therefore, to minimise and mitigate as much risk as possible, a behaviour risk assessment will be created to help keep everyone safe, including the child. These are reviewed after each incident to reflect on what worked well, what could be adapted to further improve the safety plans. These are shared with parents.

Where a child has an Educational, Health, Care Plan which recognises their social, emotional, and mental health is the key area of need, the SENCO will ensure they have an individual behaviour plan in place. This plan will be reviewed as regularly as required. Engaging with parents and ensuring the pupil's voice is included is key to working together to support the child fully. The child will also receive additional pastoral support sessions, and may also benefit from a more bespoke, tailored curriculum to enable the child to develop these aspects of the need. These are indicated in our Graduated Response - see SEND Policy.

Anti-bullying

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the 6 equality strands: race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgmental way that will enable all young people, staff and the wider community to feel valued and included in effective policy and practices.

Bullying of any kind is unacceptable and will not be tolerated in our schools. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to be supported in learning different ways of behaving.

At Hamworthy Primary Schools we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'telling' school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

What is Bullying?
The children were all asked this question and the school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

> *Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time, and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose)*.

Bullying is mean and results in worry, fear, pain and distress to the victim. Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical** – pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things, damage to property or theft – property being repeatedly damaged
- **Racist** – racial taunts, graffiti, gestures, making fun of culture or religion
- **Sexual** – unwanted physical contact or sexually abusive or sexist comments
- **Homophobic** – because of/or focussing on the issue of sexuality
- **Online/cyber** – setting up 'hate websites' and chats, sending offensive test messages, e-mails and abusing the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs or because they are gifted or talented

What Is Not Bullying?
It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset or there is a lack of understanding and awareness When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish

prank. We support children by teaching them how to deal with these situations and develop social skills to repair relationships.

Bully can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground and on the way to and from school. However, schools are only legally responsible for bullying incidents which occur on the school premises. Nevertheless, at Hamworthy Primary Schools we are also concerned with our children's conduct and welfare outside school, and we will do what we can to support and address any bullying issues that occur outside the school premises including through on-line.

The following steps may be taken –

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Headteachers of other schools whose children may be involved in bullying outside school premises
- Draw-up safe routes to school for children, linking them to the School Travel Plan
- Discuss coping strategies with parents/carers
- Talk to the children about how to handle, or avoid, bullying outside the school premises

Signs and Symptoms of Bullying

A child may indicate, by different signs or behaviour, that he, or she, is being bullied. Adults should be aware of these possible signs and investigate further if a child –

- Is frightened of walking to or from school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning o Begins to under-perform in schoolwork
- Comes home with clothes torn or books damaged
- Have possessions that go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has unexplained cuts or bruises
- Comes home hungry (snack/sandwiches have been stolen) o Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason o Is bullying other children or brothers and sisters
- Stops eating
- Is frightened to say what's wrong
- Gives excuses which seem implausible for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated without delay.

Bullying of Children with Special Educational Needs

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are, therefore, particularly vigilant at all times. High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

Procedures for Reporting and Responding to Bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated

and resolved. The following step-by-step procedure (which is a variety of options that could be acted upon) will be used for reporting and responding to bullying allegations or incidents - Report all bullying allegations and incidents to staff.

- Staff will make sure the victim is safe and feels safe
- Appropriate advice will be given to help the victim(s)
- Staff will listen and speak to all children involved about the incident separately
- The problem will be identified, and possible solutions suggested
- Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying
- Staff will reinforce to the bully that their behaviour is unacceptable and if appropriate, one or all parties will be given guidance from one of the ELSAs
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions, or support applied.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour
- In cases of serious bullying, incidents must be discussed with a senior leader. This will be recorded electronically on CPoms.
- Parents of the bully will be invited to meet with the school to discuss.
- Sanctions will be put in place and opportunities to reflect and change their behaviours.
- The Executive Headteacher keeps an overview of bullying and prejudice incidents, reporting to Safeguarding Governor and Governing Committee through the Headteacher's report. The Executive Headteacher also reports to Hamwic regarding the number of incidents, at the end of each term. In serious cases parents/carers will be informed and will be invited to come into school for a meeting to discuss the matter.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- If necessary and appropriate, the DSL, Social Services or Police will be consulted.
- Fixed term suspension and extremely rarely a permanent exclusion.

Strategies for the Prevention and Reduction of Bullying

At Hamworthy Primary Schools we recognise the need to support children and young people who engage in bullying behaviour and to minimize the impact of influences and experiences that can make them behave in this unacceptable manner e.g., domestic violence, negative adult role models. Whole school initiatives, Healthy Relationships and PHSE curriculum inform out pro-active teaching strategies and these all help develop a positive learning environment with the aim of reducing the occurrence of bullying.

We engage with children to help review our behaviours and any concerns, their contributions shape our provision alongside the use of School Councillors, pupil surveys and monitoring by House Captains and staff alike. Joining the national anti-bullying week every year keeps this high-profile event central, through Friendship days and events. Infant school Playground Buddies & Junior School Peer Mediators support smaller friendship challenges to help prevent them from continuing.

Setting up a circle of friends support network where a small group of children volunteer to help and support an individual who is experiencing difficulties. Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations. Prominently displaying anti-bullying posters or 'friendship/ kindnesses produced by the children around the school. Involving children in

playground improvements and initiatives. Using praise and rewards to re-enforce good behaviours and positive attitudes.

Advice Given to Children - What can you do if you are being bullied?
Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. The children were all asked what they thought they could do if they were being bullied and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset
- Try to ignore them
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative
- If you are scared, ask a friend to go with you when you tell someone
- When you tell an adult about the bullying, give them as many facts as you can (What, Who, Where, When, Why, How)
- Keep on speaking out until someone listens and helps you
- Never be afraid to do something about it and quickly do it
- Don't suffer in silence
- Don't blame yourself for what is happening

What can you do if you see someone else being bullied?
Ignoring bullying is unfair to the victim. Staying silent means the bully has won and gives them more power. Being a bystander is helping the bully to continue their behaviours. There are ways you can help without putting yourself in danger.

- Don’t smile or laugh at the situation
- Don't rush over and take the bully on yourself
- Don't be made to join in
- If safe to do so, encourage the bully to stop bullying
- If you can, let the bully know you do not like his or her behaviour
- Shout for help
- Let the victim(s) know that you are going to get help
- Tell a member of staff as soon as you can
- Try and befriend the person being bullied
- Encourage the person to talk to someone and get help
- Ask someone you trust about what to do
- Refer to the ‘Be Brilliant’ rules

Child on child abuse

We recognise that children are capable of abusing their peers and it can take various forms – we robustly hold the view that it could happen here. Children can be victims, and perpetrators, in their own relationships. This will be dealt with in line with the statutory guidance set out in KCSIE 2024 and as outlined in the guidance Sexual violence and sexual harassment between children in schools and colleges . In KCSIE 2024, the definition of child-on-child abuse includes:

- Physical abuse
- Sexual violence and sexual harassment
- Sexting and
- Initiation/hazing type violence and rituals
- Bullying (including cyberbullying) and
- Up skirting

- Abuse within intimate partner relationships

All of these behaviours are not acceptable, and it will be taken seriously. There is a zero-tolerance approach to all forms of child-on-child abuse.

We uphold the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Use of force and powers to search

The use of reasonable force.

All staff must follow Hamwic Education Trust guidelines and the Department for Education guidance on The Use of Reasonable Force in Schools (July 2013). The senior leadership team have been TEAM Teach Trained, which promotes risk reduction strategies via a holistic approach, to avoid using reasonable force. Defuse and distract is a key strategy in keeping staff and children safe. Children at risk of demonstrating more challenging behaviour will have a behaviour risk reduction plan, which is created by the SENCO in conjunction with the Headteacher and class teacher. Parents will be informed of the plan, and any adult working with the child will be familiar with the plan in order to fully understand the triggers, the signs of pre-escalation and actions we take to avoid an escalation in behaviour with the child.

DfE guidance states "Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury & 'Reasonable in the circumstances' means using no more force than is needed. A member of staff may need to use reasonable force in order to protect the child or other children from harm or to protect themselves Only Securicare restraint trained staff should attempt to restrain a child and only as a last resort unless the child is acting in a way that means they are putting themselves or others in imminent danger. Restraint may only be used where:

· A child is at risk of causing significant harm to themselves

· A child is likely to cause significant harm to others

· A child is likely to cause significant damage to property

All cases of physical restraint must be reported to the Headteacher, the parents must be informed and the incident documented. A copy of each report is also sent electronically to the Hamwic Education Trust. This policy must be read in conjunction with the Equality Policy, Physical restraint guidance, Teaching and Learning handbook and the Local Authority /school's inclusion guidelines.

Powers to Search - Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (Behaviour in Schools Guidance, September 2022 – p23). Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils.
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The list of prohibited items is: - knives and weapons; - alcohol; - illegal drugs; - stolen items; - any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil). - an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Fixed term Suspension and Permanent Exclusions

Exclusion will be used as a sanction where there has been a serious breach of our school Positive Behaviour Policy. Our Policy reflects the Department of Education Guidance for Exclusions (September 2017), and an exclusion will be determined by the Headteacher:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Each case will be carefully considered by the Executive Headteacher/ Head of Schools who will take in to account the child's additional needs and underlying issues or contributing factors that may be occurring. Contact will be made with the parents to explain the incident and reasons for making a decision to suspend. Parents will receive a formal written explanation detailing the period assigned for a fixed term suspension, the reasons for the suspension. The letter will also invite both the parents and child to meet the Executive Headteacher / Head of Schools and class teacher for a reintegration meeting, when the pupil returns to school. A pupil's dangerous behaviour may result in a fixed term suspension, the pupil would be provided work to completed at bought back to school, to show during their reinstatement meeting with the parents/ carers. In very extreme cases a pupil may be permanently excluded. This is a last resort for schools, and they work closely with Hamwic and BCP to ensure that the pupil's learning provision is managed during this transition.

Year 6 pupils

When pupils reach Year 6, to prepare them for transition to Secondary school, a report card system may be introduced at a time in the year deemed appropriate by SLT and Year Leader. This report card identifies both good and unacceptable behaviour expected to be seen by the oldest pupils in the Federation. Pupils are encouraged to develop a sense of responsibility for their behaviour, attitudes and organisation.

Record Keeping

Both schools follow the same systems to record and manage behaviour, bullying, e-safety, pastoral and safeguarding concerns, incidents and case work. Initial incidents or phone calls may be recorded in paper form, when information is being collated. Once this process is completed, a record is recorded on to CPOMS - an electronic, safe and secure information system. This notifies the Executive Headteacher and safeguarding team to ensure that any follow up actions are needed.

CPOMS equips the senior leadership and designated safeguarding team to assess each concern and manage any ongoing action that needs to be taken. It also enables them to closely monitor and manage all concerns

and enables the recording of decisions and the allocation of staff actions. For each pupil, an automatic chronology of all concerns is built which helps aid further reporting and actions that may be required by the Safeguarding Team. A class teacher will be given access to the appropriate record incidents/concerns/matters linked to safeguarding concerns, including behaviour, e-safety, racism and pastoral concerns which are of any significance. Support staff record on paper, and provide this to their class teacher.

Behaviour is part of Child Protection and Safeguarding

This Positive Behaviour Policy is also included within our broader Child Protection and Safeguarding Policy – our 'Safeguarding Matters' work.

The following policies and documents should be read in conjunction with this policy:

- Child Protection & Safeguarding Policy
- Online Safety & Acceptable Use Policy
- Mobile Phone Use Policy - within the HET Staff Employee Handbook
- HET Relationships Policy
    - Relationship, Health Education Policy
- Behaviour in Schools – Advice for headteachers and school staff – September 2022
- Searching, Screen and Confiscation at school - July 2022

Helpful Contacts:
Advisory Centre for Education (ACE) Tel: 0808 800 5793
Children's Legal Centre Tel: 0845 345 4345
KIDSCAPE Parents' Helpline (Mon-Fri 10-4) Tel: 0845 1 205 204 www.kidscape.org.uk
Parent line Plus Tel: 0808 800 2222
Youth Access Tel: 020 8772 9900
Anti-Bullying Alliance www.anti-bullyingalliance.org.uk
Bullying Online www.bullying.co.uk

Appendix 1 Policy on a Page:

Hamworthy Primary Schools

Every Child, Every Day, Every Possibility

Our Rules

Be ready

Be respectful

Be safe

Be kind

Learning Behaviours



Reflective

Resourceful

Resilient

Reciprocal

Responsible

Hamworthy Park Junior House Teams



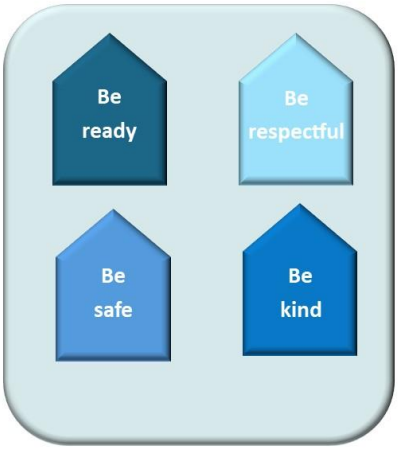
Step 1	• Recognise positive behaviour.
Step 2	• Reminder of the rule.
Step 3	• Switch space within the class.
Step 4	• Twin Sails - name removed from the sun until reset. • Hamworthy Park - switch to a parallel class.
Step 5	• Reflect, reset and catch up on any lost learning.

'Be Brilliant'

Our Adult Behaviours

1. Calm tone of voice.
2. Enabling non-verbal communication
3. Deliberate botheredness.
4. Anticipate. Act.
5. Discrete and dignified

Our 4 Rules



Our Adult Consistencies

1. Relentless routines
2. Legendary line ups
3. Tremendous transitions
4. Purposeful praise

Recognition

1. Individual effort
2. Effort towards a shared goal
3. Effort to support others

Rewards

1. Attendance awards
2. Hot Chocolate Friday
3. Certificates for 5R's
4. House Cup reward

Every Child, Every Day, Every Possibility

Environment

1. Well organised and clutter free
2. Consistent displays that celebrate effort
3. Stand tall, smart walking in transition.
4. Adult visibility, promote our routines in all areas

Classroom Scripts

1. Thank you for……
2. I want you to be successful in your learning…..
3. I wonder if…..
4. I can see……
5. Talk and I will listen
6. I'm ready when you are….

Enabling Classroom

1. Quality first teaching
2. Adaptations and scaffolding
3. Recognise the effort of all children
4. Purposeful praise
5. Certainty in adult behaviour

Relentless Routines

1. Meet and Greet
2. Orderly end and send
3. Predictable day

Legendary Lineups

1. Signal
2. Stop
3. Look
4. Listen

Tremendous Transitions

1. Stand tall, smart walking on the left
2. Adults lead the line
3. Model the behavior you expect

Appendix 2: **5R Learning Behaviours at Twin Sails Infant School & Nursery and Hamworthy Park Junior**

	Definition	Early Years (Nursery and Reception)		
		1	2	3
Responsible	**Taking ownership for their learning and their contribution to the class.**	I need support to follow my class routines. I am showing some focus and attention in learning activities that interest me.	I am beginning to follow some class routines independently and tidy things away in the class. I am beginning to show focus and attention on adult directed learning activities.	I can follow my class routines independently. I tidy resources away and know what 'tidy' looks like. I can focus and complete learning with growing independence.
Reflective	**Exploring what has gone well, what could be better and use those considerations to help make improvements.**	I can express what I like or don't like about my play/ learning.	I can say what I like/ don't like about my play or learning and with support, consider how it could be improved/ made better.	I can talk about what I like/ don't like about my learning & begin to identify ways to improve.
Resilient	**Having determination and resolve when things are harder to overcome.**	I rely on an adult to see that I need help when I am stuck or need help with an activity.	I am able to ask for help when I find something difficult.	I am confident to give it a try when I find things difficult and remain positive about the challenge.
Reciprocal	**Being able to work with and alongside others whilst knowing your role within the team.**	I am able to play alongside others with support.	I can play alongside someone, and with some support and guidance, can play and interact with friends.	I can play together with a friend, taking turns. I listen and respond to others during play & learning.
Resourceful	**Using creativity and thinking skills. Being imaginative and using resources. Drawing on previous learning to problem solve.**	I am able to select resources I need to complete my learning from selection shown to me.	I am able to collect resources I need and begin to try to use them in different ways to tackle new problems.	I can collect resources and use them in a variety of ways in order to solve them, and with support can talk through my thinking.

	Definition	Key Stage 1 (Year 1 & Year 2)		
		1	2	3
Responsible	**Taking ownership for their learning and their contribution to the class.**	I am beginning to develop some focus and attention to complete tasks independently, although I need support from an adult at times.	I can complete tasks independently, showing growing levels of focus and attention. I can demonstrate an understanding of how to organise myself. I help keep the classroom tidy and organised.	I complete my learning independently, trying my best. I organise myself and take pride in my learning. I enjoy helping to keep the classroom tidy and organised.
Reflective	**Exploring what has gone well, what could be better and use those considerations to help make improvements.**	With support, I can identify where I have achieved the success criteria and make simple improvements to my work.	I can reflect on my learning and identify some strengths. I am beginning to identify and correct mistakes, with support & direction.	I can identify my strengths and some areas for development in my work. I am beginning to edit and improve my work, with some guidance.
Resilient	**Having determination and resolve when things are harder to overcome.**	With support, I am beginning to try again when I find something difficult. I know that a positive growth mindset enables me to overcome barriers.	I can recognise when I am finding something tricky and adopt a positive growth mindset. I am beginning to understand how I can use strategies and the learning pit to overcome it.	I understand how I can use the learning pit to help me recognise when the learning is challenging. I have a growth mindset. I can use strategies to overcome my barriers, including the learning pit.

Reciprocal	**Being able to work with and alongside others whilst knowing your role within the team.**	I can play within a small group but need some support and guidance to contribute and interact with my peers confidently.	I can play and learn in a small group successfully. I am beginning to contribute ideas and play a role within the group.	I can play and learn within a small group, showing developing skills of being able to share ideas and contribute successfully to the team.
Resourceful	**Using creativity and thinking skills. Being imaginative and using resources. Drawing on previous learning to problem solve.**	With support I can recall previous learning and resources and use these to support new learning or idea.	I can use previous learning and a range of resources to think through new ideas, and with some support apply them to problem solving.	I can recall previous learning & resources using this knowledge in my current learning. I am beginning to think imaginatively and develop some problem-solving skills more independently.

5Rs	Definition	Lower Key Stage 2 (Year 3 and Year 4)		
		1	2	3
Responsible	**Taking ownership for their learning and their contribution to the class.**	I am developing independence in my learning. I take pride in my learning and can organise myself more independently.	I am beginning to show ownership of my learning, sustaining focus and deeper attention throughout the learning. I contribute to the class.	I take ownership for my own learning in class. I contribute effectively to the whole class learning journey and take pride in the class environment.
Reflective	**Exploring what has gone well, what could be better and use those considerations to improve.**	With prompting, I can identify strengths and improvements and use this support to correct or improve my work.	I am beginning to identify my strengths and areas I can improve in my learning. With direction, I can make edits and improvements to my work.	I know what my strengths are and how I can improve. I can edit and improve my work effectively. I work with a peer in reflecting on and improving work.
Resilient	**Having determination and resolve when things are harder to overcome.**	With prompts, I am able to use the learning pit to help me recognise when the learning is challenging and how I may help myself to overcome those barriers.	When I find an aspect of learning challenging, I am beginning to embrace the challenge and try some strategies of my own, before I seek adult support.	I independently recognise when I need to be resilient in my learning and can try a variety of known strategies to problem solve and focus to find a solution.
Reciprocal	**Being able to work with and alongside others whilst knowing your role within the team.**	I am beginning to learn alongside and with others, in pairs and groups. I am aware that group members have different skills and views	I can contribute ideas and play different roles within a group. I show awareness of others' views and ideas within the team and try to utilise them in our thinking.	I am able to work well in a group, showing an awareness of others' views and skills. In learning I am beginning to help navigate the workings of the group by taking turns, being respectful and demonstrating patience.
Resourceful	**Using creativity and thinking skills. Being imaginative and using resources. Drawing on previous learning to problem solve.**	I can recall previous learning & use this knowledge in my current learning. I am beginning to think imaginatively and develop some problem-solving skills more independently.	I can use and apply more relevant learning and resources to help me think through problem solving and new learning.	I can use and apply more relevant learning and resources to help me think through problem solving and new learning. I can articulate my thinking and choices.

5Rs	Definition	Upper Key Stage 2 (Year 5 & Year 6)		
		1	2	3
Responsible	**Taking ownership for their learning and their contribution to the class.**	I predominantly demonstrate a responsibility towards my own learning and that of others.	I consistently demonstrate a responsibility to myself as a learner and others in my class. I demonstrate a positive contribution to the class. I take pride in the school environment.	I have a good understanding of our school Vision and Values - 'every child, every day, every possibility' - and can apply this vision throughout school life, showing high levels of responsibility.
Reflective	**Exploring what has gone well, what could be better and use those considerations to improve.**	I am beginning to be more reflective across all areas of learning, and social situations I sometimes benefit from support to articulate these in a sequential way to help conclude my own reflections	I am reflective in most of my learning but am also beginning to consider other people's reflections and views to help adapt my own thinking, in learning and social situations.	I am highly reflective in all my learning and social experiences. I can consider others' views and feed this into my own reflections and improvements. I can accurately and sensitively articulate my reflections.
Resilient	**Having determination and resolve when things are harder to overcome.**	With some adult support, I can recognise when I need to be resilient in my learning and can try a variety of known strategies to problem solve and focus to find a solution.	With occasional prompting and discussion, I can recognise when I have barriers to my learning and/or social situations and am able to overcome them with good levels of resilience by selecting the right strategy depending on the context.	I can recognise when I have barriers to my learning and/or social situations and am able to overcome them with high levels of resilience by selecting the right strategy depending on the context.
Reciprocal	**Being able to work with and alongside others whilst knowing your role within the team.**	I am able to work effectively in a team both in the classroom and sometimes beyond. I have an awareness of other skills and opinions and am beginning to help navigate these into effective teamwork.	I can work successfully within different group contexts and can demonstrate various roles to lead to positive outcomes for the entire group.	I am reciprocal in all aspects of school life- I show an awareness of the thoughts, needs and skills of others and can adapt my approach to reflect the needs of a group.
Resourceful	**Using creativity and thinking skills. Being imaginative and using resources. Drawing on previous learning to problem solve.**	With guidance I can work with others, sharing ideas and resources to solve new problems. I can begin to talk about how the strategies and approaches we used to complete the learning.	I can work with others taking on board their ideas, discussing together different ways, strategies and resources to solve more complex problems resourcefully. I can articulate the strategies and approaches clearly.	I am resourceful in all my learning, thinking creatively and out of the box, I am confident to try new approaches, explore new resources to solve complex problems and challenges, articulating succinctly the choices and impact I have made.