WESTOVER PRIMARY SCHOOL

BEHAVIOUR POLICY

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1. **Introduction**

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

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

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

2. Definitions

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

1. Purpose and Intent

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

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

Kindness Creativity Resilience Resourcefulness

Along with our school values, we have adopted three school rules that underpin our expectations:

Be Safe, Be Ready and Be Respectful

Creating a Safe Environment

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

Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.

Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.

Emotional Well-being: Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

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

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

DfE's Guidance on Minimum Expectations of Behaviour

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

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

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

Relationships

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

Communication to All

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

Home-School Communication

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

Parents and Guardians can always contact the school through a variety of ways:

By sending an email to parents@westoverprimaryschool.co.uk

By phoning to school office on 02392660178

By speaking to a member of the Senior Leadership Team at the school gate during the start and end of the day

By talking to your child's class teacher during the start or end pf the day, or by arranging a booked appointment via the school office.

Joint Working with Agencies

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

A Joined-Up and Community Approach

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

A Fair and Transparent Approach

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

Leadership and Management of Behaviour

The leadership and management of behaviour are integral to achieving our goal of a safe and inclusive space for learning. Our approach is based on the principles of the HET's Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. The tiers of our Graduated Response to Behaviour can be found in the appendices to this policy.

Distributed Leadership of Behaviour

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

environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses.

The distributed leadership for the Pastoral Team is as follows:

Jo Dorricott – Headteacher

Tom Upfield – Deputy Headteacher and Behaviour Lead

Rose Leslie – SENDCO

Hannah Dalton – ESLA and Family Support Worker

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

Monitoring and Evaluation of Behaviour

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

Data Collection Use of CPOMS

All incidents involving behaviours and concerns are kept on CPOMS (Child Protection Online Management System). These records are reviewed by the Senior Leadership Team and help to provide evidence when dealing with behaviour as well as helping the SLT to spot repetitive behaviours or patterns.

Professional Development on Behaviour

PDMs (professional development meetings) are used systematically throughout the school year to remind staff of the ways and workings of the school behaviour policy and systems. As well as this, they are used to update teachers on any new information and strategies shared at a trust level as part of Hamwic Education Trust.

School Systems and Social Norms

School Rules, Expectations, and Routines

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

Along with our school values, we have adopted three school rules that underpin our expectations:

Be Safe, Be Ready and Be Respectful

Consequences – Fair and Transparent

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

Our school systems for the promotion of good behaviour rely on both our values and our rules. Our values are used to celebrate great learning behaviour and positive choices. This is reliant on all staff identifying examples of when children are showing our values and celebrating with them. Children can attain house points when they have shown our values in their work, learning attitudes and playtime behaviours. To reward children for their accomplishments, once-a-week a child from each class will be awarded a certificate in a whole school assembly. Parents of children receiving the certificate will be invited to celebrate with them by joining us for that assembly. Children demonstrating our values in their learning are also continue to be celebrated by being mentioned in our weekly newsletter.

If a child is not behaving in a safe or respectful manner, or their behaviour is stopping themselves or others from learning, we always relate the behaviour back to our school rules of 'be safe, be ready, be respectful.'

At Westover, we have an agreed set of sanctions based on our school rules:

- If a child is deemed unsafe, disrespectful or stops themselves or others from learning, they are given a verbal reminder from the member of staff that is witnessing the behaviour that links back to our school rules. In many cases, this well suffice.

- If the child continues to demonstrate the same behaviour, the member of staff will encourage the child to have a verbal reflection on their behaviour.

- If the child continues to demonstrate the behaviour then they will be asked to complete a more formal reflection with the member of staff, away from other children at a convenient time (most likely the proceeding breaktime). Parents will be notified

This third step will take the form of a reflection sheet depending on the age of the child (see appendix 2). Class teachers will be responsible for keeping a record of these reflections and if a child is given three reflections across the course of a half-term, they will go to see a member of the Senior Leadership Team for a more formal reflection. A subsequent after school meeting will then take place involving the child, the class teacher, the child's parent(s) and a member of the SLT.

4i. Serious behaviour incidents

In the event of more serious behaviour incidents where a child's behaviour represents an immediate threat to themselves or others, a member of the SLT will be notified as soon as possible. The first course of action will be to make sure that all pupils and staff are safe. Any serious incidents will be fully investigated, ensuring that all parties are listened to. Decisions are made based on the extent and intent of the behaviour, taking into account what led up to it and any previous patterns. Depending on the severity of the behaviour and the child's response, the SLT may decide on an immediate short-term exclusion or an internal exclusion the same day or the following day.

If formal exclusion is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's unacceptable behaviour. Protective actions will be put in place to support the child to develop the necessary skills before they reintegrate - these measures may include an internal exclusion.

Online Behaviour of Pupils

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

Off-Site Behaviour of Pupils

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

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school on order not to disrupt the learning environment and to provide a place for distraction-free learning. Children are permitted phones in years 5 and 6 should parents wish. Phones are to be used expressly and only for parents to ensure the safety of their children should they walk to and from school. At the start of the school day phones are collected by class teachers and stored in a locked box. These are then returned to the children at the end of the school day. Phones are expected to be turned off and not used as soon as children enter the school gates and not to be switched off again until children have left the school premises.

Further details about the use and rules around mobile phones can be read in our Mobile Phone Policy.

Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values of **Kindness Creativity Resilience Resourcefulness.** We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises the behaviours of kindness and respectfulness.

Methods of Teaching Behaviour: A School-Wide Approach

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

Explicit Instruction: Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.

Positive Behaviour Support: We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.

Modelling and Role-Modelling: Staff members model appropriate behaviours, serving as role models for pupils to emulate.

Parent and Community Engagement: We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Some pupils may require a bespoke behaviour curriculum, in these instances, we use a Behaviour for Learning Skill Card Programme, which is personalised to the behaviour needs of the pupils may be used. The school will co-produce the

curriculum of skills alongside the pupil and the parent and keep you regularly informed of the progress the pupil is making, whilst accessing the programme.

Assemblies

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

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

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

Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

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

Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They will also ensure consequences are carried out in line with this policy.

Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed.

SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

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

Emotionally Available Adults

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

Identification of Pupils for Targeted Support

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

Time In Rather Than Time Out

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

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour

and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes:

We want our children leave our school as confident individuals, well-equipped to participate fully in the next stage of their education. Our curriculum empowers children and promotes courageous advocacy.

We comply with our duties in the Equalities Act 2010 and the SEND Regulations 2014 by making our curriculum accessible for those with disabilities and/or special needs. We adapt activities where necessary or make deliberate choices in the activities we choose, working closely with parents and outside agencies so that every child has the same opportunities.

Use of ELSA

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

Small Group Interventions

Small group interventions, such as 'Lego Club' and 'Exploding me' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication.

Precision Teaching of Skills 1:1

For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.

Use of Outreach services or Alternative Provision (AP)

In some circumstances, a pupil may require additional support beyond that which can reasonably be provided within the school's own provision. As part of our graduated response, we may seek support from outreach services, specialist teams, or commission a placement within Alternative Provision (AP) to address identified social, emotional, mental health, behavioural, attendance, or learning needs.

Any decision to access an alternative provision will be made following careful assessment of need and in consultation with parents/carers, the pupil (where appropriate), and relevant professionals. The purpose of such support will be clearly identified, with intended outcomes agreed and reviewed regularly.

Where a pupil attends an Alternative Provision, the school retains overall responsibility for the pupil's education, safeguarding, attendance, and welfare. The school will maintain regular communication with the provider, monitor the pupil's progress, and work collaboratively to support successful outcomes and, where appropriate, reintegration into mainstream education.

The outreach services and Alternative Provision providers used by the school include:

Flying Bull Hewitt Centre

The Harbour Schools

Player Ready AP

Outreach Support

MABS (Multi Agency Behaviour Support)

Educational Psychologist.

Alternative Provision will not be used as a sanction or punishment but as a planned intervention to support a pupil's individual needs and promote engagement, wellbeing and educational progress.

HET will provide Trust level representation to assure the compliance of the use of any Alternative Provision.

Pupil Transition and Development

Induction and Reintroduction

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

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

Return from Exclusions

In cases where it has been necessary to use a Fixed Term Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return from suspension meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing

monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

Reduced Timetables

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

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

https://democracy.portsmouth.gov.uk/documents/s4776/06.3%20Guidance%20for%20Schools%20on%20the%20use%20of%20reduced%20timetables.pdf

Alternative Provision

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

Expectations and Reasonable Adjustments for Pupils with SEND

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

Targeted IEPs (Individual Education Plans)

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

Provision Mapping (for Behaviour)

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

Behaviour response plans (BRPs)

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

Risk Assessments

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

EHCPs (Education, Health, and Care Plans)

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

and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

Child-on-Child Abuse

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

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

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

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

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

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

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

Use of Force, Restrictive Interventions and Powers to Search

Principles and Legal Framework

Our school is committed to maintaining a safe, respectful and inclusive environment. In rare and exceptional circumstances, staff may need to use reasonable force to prevent serious harm. All practice is aligned with Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).

All staff have the legal power to use reasonable force as a last resort, in limited circumstances to prevent or stop a pupil from:

- Causing injury to themselves or others;
- Committing a criminal offence;
- Damaging property;

- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Force must never be used as a punishment.

For the purposes of this policy the following definitions have been taken from the DFE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

Definitions

For the purposes of this policy the following definitions have been taken from the DFE Restrictive interventions, including use of reasonable force in schools, guidance April 26:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

The following definitions have been agreed by The Hamwic Education Trust:

Physical intervention: the act of restraining or escorting a pupil away from an area against their will following the principles of reasonable force.

Seclusion:

- may only be used to manage immediate and serious risk
- must be necessary, proportionate and time limited
- must be supervised at all times
- must be recorded and reported as a significant incident

Seclusion must never be used as a sanction or consequence.

Prevention, De escalation and Least Restrictive Practice

Our approach is prevention-first: restrictive interventions are used only when absolutely necessary. Staff must always:

- attempt de escalation before using force
- use the least restrictive option
- use any intervention for the minimum time necessary

Staff are trained in proactive and relational regulation strategies to reduce the need for restrictive interventions.

Statutory Recording and Reporting Duties

We have a legal duty to record and report all:

- Significant incidents involving force (see section 3 of this policy for a definition of 'significant incident')
- Seclusion incidents
- Restraint incidents

Recording incidents

Our school has a clear process in place for recording the incidents listed above. All staff will record uses of any restrictive intervention using the online Hamwic notification system.

Staff must record incidents, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

For significant incidents involving force, seclusion or physical intervention we will record:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

Completed reports will be kept securely and retained in line with our data protection procedures.

Reporting incidents to parents/carers

We will inform parents/carers about an incident as soon as we can after it happens and will endeavour to do this on the same day. We will do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.

There is only one exception to this:

- If a member of staff thinks that telling the pupil's parents/carers would likely result in significant harm to that pupil. In these cases, we will report the incident to any parent(s)/carer(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority where the pupil ordinarily resides

When we report significant incidents involving force, seclusion or physical intervention to parents/carers, we will include the following details:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

When reporting to parents/carers, we will have regard to data protection requirements when deciding what information to share. For example, we will not include any identifying details of any other pupil.

Following up with parents/carers after an incident

Parents/carers will be invited to have a follow-up discussion about the incident and review the current BRP in place and amend where appropriate. Reviewing and amending the BRP will consist of:

- Any behavioural triggers or warning signs of an impending incident
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were

- What might be done differently in the future

Power to search

To maintain a safe, orderly and secure learning environment, the school may search a pupil or their possessions with the pupil's consent where this is considered necessary and appropriate. The School Leader, or a member of staff authorised by the School Leader, may also search a pupil or their possessions without consent where there are reasonable grounds to suspect that the pupil is carrying a prohibited item or an item identified within the school's behaviour policy as being subject to search.

All searches will be conducted in accordance with DfE guidance and will be carried out lawfully, proportionately and with due regard for the pupil's dignity, welfare, safeguarding needs, age, stage of development and any identified SEND needs.

Vapes, e-cigarettes and all related smoking or nicotine products are prohibited on school premises and at all school-related activities, whether on or off site. The school reserves the right to search pupils, their possessions and lockers where there are reasonable grounds to suspect that prohibited items, including vapes, are being carried or stored. Any vape or related item found will be confiscated and dealt with in line with the school's behaviour and safeguarding procedures.

The following items are also prohibited on school premises:

- Knives or weapons
- Alcohol (with the exception of gifts collected by the PTA, that will be kept in a secure lockable location).
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Lighters or matches
- Vapes / e-cigarettes
- Fireworks
- Pornographic images
- Any article reasonably suspected of being used to commit an offence or cause injury or damage

Governance, Oversight and Monitoring

The Senior Leadership Team and Local Governing Committee will:

- review data on all use of force, restraint and seclusion
- monitor for trends, disproportionality or training needs
- ensure compliance with statutory recording and reporting

Governance oversight is a requirement under the April 2026 guidance.

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

Monitoring & Review

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

Associated Policies

This policy links to

Physical Intervention Policy

Exclusions Policy

Mobile Phone Policy

Appendix 1 Graduated Behaviour Response

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1 1.2 1.3 1.4	Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet. Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function. Subject engagement analysis to support bespoke planning **A cause for concern recorded**	• Reviewed alongside Pupil Progress meetings	Class Teacher
2	Early intervention support	2.1 2.2	Use of Risk assessment to determine problem behaviours, frequency and severity Inclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour	• Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams	Class Teacher Phase/Year Leaders
3	Targeted, additional support – Staff specific responses	1.1 3.1 3.2 3.3	Continue to collect behaviour incident logs Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil) Emergency protocols for positions of danger School ELSA Support / Nurture intervention support (Referral form needed)	• SENCo involvement • Reviewed at Pupil Progress meetings with SENCo • Intervention records	Class Teacher SENCo

			Consider multi- agency support / TAF / TAC / LA referral		
4	Targeted, intensive additional support Pupil placed on the SEND register	4.1 4.2 4.3 4.4 4.5	IBP written with SENCo support - Targeted new (behaviour) skills teaching Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system) Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas Use of pupil specific provision map using individual checklist Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention Individual modifications to the curriculum to support engagement **Consider request for statutory assessment and EHC Plan**	• SEN Register • Pupil Passport • Individual Education Plan • IBP Progress Forms • SENCo – TME monitoring provision	Class Teacher SENCo SLT
5	Provision over and above Stage 4		In addition to Stages 1 – 4: Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.	• Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • IEP Progress Forms • SENCo monitoring provision	Class Teacher SENCo SLT

Appendix 2 Behaviour Reflections

Date: Time:

Name: _____

Adaptation made after warning _____

Needs to complete a behaviour reflection because :

_____

_____

and did not follow the school rule of

be safe/be ready/ be respectful.

Slip completed by:

_____

LEARNING FROM MISTAKES



Name: _____

1. What happened?

- ☐ Said Something Unkind 
- ☐ Took Something That Wasn't Mine 
- ☐ Left Without Permission 
- ☐ Did Something Unsafe
- ☐ Damaged Property or Misused Materials 

- ☐ Hurt Someone 
- ☐ Didn't Follow Directions 
- ☐ Distracted Others 
- ☐ Talked When It Wasn't My Turn 
- ☐ SOMETHING ELSE: _____

_____

_____

2. How did you FEEL at the time?

- ☐ Worried 
- ☐ Sad 
- ☐ Lonely 

- ☐ Frustrated 
- ☐ Envious 
- ☐ Excited 

- ☐ Happy 
- ☐ Angry 
- ☐ Bored 

☐ SOMETHING ELSE: _____

3. What were you THINKING at the time?

- ☐ Wanted to Be Included or Belong 
- ☐ Was Full of Energy and Needed to Move 
- ☐ Didn't Understand the Lesson 
- ☐ Needed Attention 
- ☐ SOMETHING ELSE: _____

_____

_____

- ☐ Was Stressed About Something 
- ☐ Wanted to Get Away or Be Left Alone 
- ☐ Wanted to Have Fun 
- ☐ Thought Something Was Unfair 
- ☐ Wished I Had Something 

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LEARNING FROM MISTAKES



Name: _____



1. What happened?



2. How did you FEEL at the time?



3. What were you THINKING at the time?





4. What were the consequences of your actions?





5. How can you try to make it better?





6. What can you do next time?



LEARNING FROM MISTAKES



Name: _____

CIRCLE, MARK WITH AN "X", OR WRITE YOUR ANSWERS.

1. What happened?



2. How did you FEEL at the time?



3. What were you THINKING at the time?



4. What were the consequences of your actions?

Someone's feelings were hurt.



Someone's body was hurt.



Others couldn't learn as much.



I lost someone's trust in me.



I have a problem to solve.



I feel worse.



I wasn't able to learn as much.



I lost a privilege.



SOMETHING ELSE:

5. How can you try to make it better?

Apologize



Do Something Kind



Complete My Work



Clean Up



SOMETHING ELSE:

6. What can you do next time?

Take Deep Breaths or Count to 20



Focus On My Work



Take a Break to Get Calm



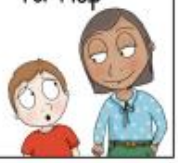
Keep My Hands and Feet to Myself



Ask to Take a Movement Break



Ask a Grown-Up For Help



Stop and Think Before I Do Something



Ask to Use or Share Something



Use Kind Words



Listen and Pay Attention



Follow Directions



Stay Where I'm Supposed To Be



Use Words to Say How I Feel and What I Want



SOMETHING ELSE:

Appendix 3 WPS One Page Policy Infographic

Be Safe, Be Ready, Be Respectful

Behaviour

One Page Policy

