



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

POSITIVE RELATIONSHIPS POLICY

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Reviewed	Autumn Term 2026
Next Review Due	Autumn Term 2027

Linked Policies and Document:

- Behaviour Principles Written Statement
- Special Educational Needs
- School Vision
- Behaviour Guidelines
- Equality Policy
- Safeguarding & Child Protection Arrangements
- Safeguarding Policy & Child Protection Procedures
- Keeping Children Safe in Education 2026

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Introduction

Our school has an emphasis on people within the school community taking responsibility for their actions and encouraging good choice-making.

The school recognises that behaviour is a form of communication and that, at times, behaviour which challenges may indicate an unmet need, difficulty with communication, emotional regulation, sensory processing, social understanding or other underlying factors. We will seek to understand the reasons behind behaviour and provide appropriate support whilst maintaining high expectations and clear boundaries.

Establishing positive relationships along with high expectations and a focus on learning is imperative. All must develop an understanding that actions have consequences whilst recognising and celebrating positive choices. These are essential life skills that will stand pupils in good stead for living successfully in society.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

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- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Roles and responsibilities

The governing board

- The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The headteacher

- The headteacher is responsible for reviewing this Positive Relationships Policy in conjunction with the governing body giving due consideration to the school's Statement of Behaviour Principles.
- The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

- Implement the policy consistently
- Have firm, fair, clear boundaries and routines
- Have engaging lessons that stretch and challenge learners
- Model positive behaviour conversations with assertiveness, confidence, and reflection
- Reinforce the school values and vision
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- The senior leadership and pastoral team will support staff

Parents

- Support their child in adhering to the Pupil Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

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Pupil Code of Conduct

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school using 'smart walking'
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Restorative Approach

A restorative approach is a no blame approach. It is very important that praise and rewards have great emphasis. Children achieve more, are better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Restorative approaches are based on four key features:

- *RESPECT* - for everyone by listening to other opinions and learning to value them
- *RESPONSIBILITY* - taking responsibility for your own actions
- *REPAIR* - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- *RE-INTEGRATION* - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Staff have been trained in restorative approaches and will apply them when resolving situations in the school. This approach starts with a restorative enquiry if conflict arises over low level issues i.e. friendship breakups, disputes over games, running in the corridor or not responding to reasonable adult requests.

Co-Regulation and Self-Regulation

The school recognises that children develop self-regulation skills over time and may require support from trusted adults to manage emotions, behaviour and social situations successfully. Staff will provide consistent, calm and supportive responses that help pupils feel safe, understood and ready to learn.

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Through positive relationships, restorative conversations and appropriate adult support, pupils will be encouraged to recognise and understand their emotions, reflect on their actions and develop strategies to manage challenges independently.

The school is committed to promoting resilience, emotional wellbeing and positive behaviours for learning. Wherever appropriate, staff will use co-regulation, modelling, emotional coaching and other supportive approaches to help pupils develop the skills needed to self-regulate and participate positively in school life.

The school recognises that changes in behaviour may sometimes indicate concerns relating to emotional wellbeing, mental health or safeguarding and staff will respond appropriately to identify and provide support at the earliest opportunity.

Behaviour management

The school prioritises prevention and early intervention. Staff will consider whether changes to the environment, curriculum, communication methods, routines, sensory support, adult support or reasonable adjustments may help prevent behaviour incidents from occurring. Where concerns about behaviour are identified, staff will seek to understand the underlying causes and implement appropriate support strategies at the earliest opportunity.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Each class should have a seating plan
- Display the school values and vision and reinforce through praise and rewards, modelling what it looks like at our school
- Develop a positive relationship with pupils:
 - Greeting pupils at the door at the start of the day and after breaks etc. No lining up, straight in with a member of staff at the rear (after breaks)
 - Establish Firm, fair, clear boundaries and routines
 - Communicating clear and specific expectations of behaviour in ways additionally to verbally
 - Highlighting and promoting good behaviour with behaviour reminders when appropriate

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- Concluding the day positively and starting the next day afresh when possible.
- Having a plan for dealing with low-level disruption
- Using positive, descriptive reinforcement
- Consulting with external agencies when required
- When communicating use names to connect, be clear, be short and visual

Investigating concerns when things go wrong

The following questions will be asked in a quiet and appropriate space. Questions will be first asked to the person who has been harmed and then to the harmer. All members of the school community have a responsibility to report sustained harassment (bullying) whether they are the victim or witness it.

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

The following conditions will be followed:

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality - explain that this is between the people involved (plus parents if required)
- Be aware of any matters with regards to Safeguarding. If something is disclosed, appropriate measures must be taken in line with Safeguarding Policy.

*If young people do not follow expectations or are still /become angry, stop! If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people.

Incidents

Low level incidents are defined as:

- Disruption in lessons, in corridors/toilets at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Not following the school values/rules e.g. being disrespectful or listening to adults
- Inappropriate language

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Serious incident is defined as:

- Repeated breaches of the school values/rules
- Any form of bullying or violence
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In deciding what is a serious incident, staff should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

Incidents must be reported on CPOMS, and parents informed if it is a serious incident or a pupil was upset.

Harmful Sexual Behaviour, Sexual Harassment and Sexual Violence

The school adopts a zero-tolerance approach to harmful sexual behaviour, sexual harassment and sexual violence. All concerns will be taken seriously, recorded, investigated and responded to appropriately. Staff will maintain an attitude of 'it could happen here' and will never dismiss concerns as banter, having a laugh, part of growing up or boys being boys.

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Incidents will be managed in accordance with the school's safeguarding procedures and Keeping Children Safe in Education guidance, which came into force on 1 September 2026. Appropriate support will be provided for victims and any other pupils affected. The school recognises that children who display harmful sexual behaviour may also require support and intervention

Hate crime, incidents, and bullying

The school adopts a zero-tolerance approach to bullying, discrimination, harassment, harmful sexual behaviour, sexual harassment and sexual violence.

The school recognises that child-on-child abuse is a safeguarding concern and can occur both in person and online. Incidents will be taken seriously, investigated appropriately and managed in accordance with the school's safeguarding procedures. The school recognises that both the victim and the alleged perpetrator may require support.

Under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, which covers skin colour, nationality and ethnic or national origins.

A racist incident is any incident which is perceived to be racist by the victim or any other person as recommended by the Stephen Lawrence Inquiry Report.

If a racist incident occurs between parents of pupils, it is up to either of the parents to decide whether to call the police.

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

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However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse
- harassment
- bullying or intimidation
- physical attacks
- threats of violence
- hoax calls, abusive phone, or text messages, hate mail
- online abuse
- displaying or circulating discriminatory literature or posters
- graffiti
- arson
- throwing rubbish in a garden
- malicious complaints

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken, or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of

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prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Sexual Harassment, Sexual Violence and Child-on-Child Abuse

The school recognises that sexual harassment, sexual violence, child-on-child abuse and harmful sexual behaviour are safeguarding concerns and will never be tolerated. Incidents involving sexual harassment, sexual violence, child-on-child abuse or harmful sexual behaviour will be managed in accordance with the school's safeguarding procedures and *Keeping Children Safe in Education* guidance, which came into force on 1 September 2026. Appropriate action will be taken to safeguard those involved, provide support to victims and address the behaviour of those responsible. Where necessary, the school will work with external agencies, including Children's Social Care and the Police.

Rewards

We have in place a variety of praise systems to promote positive choices:

- Verbal and written praise from all staff in school for positive learning behaviours, effort, or their positive choices.
- House/team points system.
- Children who have demonstrated positive learning behaviours will be asked to share their learning with other staff. Their effort can also be rewarded by an invite for 'Afternoon Tea' with the head teacher on a Friday afternoon.
- School staff celebrate positive behaviour with parents/carers by the phone, text or face-to-face.
- Every Friday, a Celebration Worship is held where parents are invited and certificates given.
- Children have an opportunity to receive a variety of rewards such as extra playtime, class treats, free time in class.

Individuals may also have individualised reward systems as part of personalised plans.

Consequences

Consequences will be appropriate and will be chosen and agreed between all participants involved, this may take some suggesting and modelling.

They could include:

- Time out/thinking/reflection time which could be during break time.

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- Missing a class reward
- Internal isolation for a lesson/afternoon/day
- Suspension
- Permanent exclusion

A consequence must never be associated with a curriculum area e.g. writing lines, reading, times tables.

There should always be the opportunity to repair the relationship or make amends for their behaviour.

Feedback to parents should be given when a child has been hurt. Any member of staff should use their professional judgement as to whether the parents of the child who caused the injury/ hurt the other are informed of the incident. It should always be made clear to the parent that the situation was dealt with, has been resolved and names should remain anonymous.

Off-site behaviour

Consequences may be applied where there are incidents off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Off-site behaviour includes online behaviour. Incidents of cyberbullying, online harassment, discriminatory behaviour, sexual harassment, sharing of inappropriate content or behaviour that negatively impacts the safety and wellbeing of members of the school community will be addressed in accordance with this policy and safeguarding procedures.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will investigate in accordance with this policy.

Please refer to our Safeguarding Policy/Statement of Procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of all parties.

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Confiscation

Any prohibited items or items that are harmful or detrimental to school discipline that are found in pupils' possession will be confiscated. These items will not be returned to pupils until there has been a discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Restrictive Interventions: Definitions

For the purposes of this policy:

Restrictive Intervention: Any action that prevents, restricts, or limits a pupil's movement, including physical and non-physical interventions used to maintain safety.

Reasonable Force: The degree of force that is necessary, proportionate, and reasonable in the circumstances to prevent injury, serious damage to property, criminal offences, or serious disorder.

Significant Incident: Any incident where the use of force goes beyond ordinary and appropriate physical contact between staff and pupils and requires formal recording.

Seclusion: A non-disciplinary intervention involving keeping a pupil away from others and preventing them from leaving for the purpose of managing a serious and immediate risk of harm. Seclusion must only be used in exceptional circumstances and in accordance with this policy.

Restraint: A non-disciplinary intervention which limits a pupil's movement or immobilises them, with or without direct physical contact.

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Restrictive Interventions (Including the Use of Reasonable Force)

School staff have a duty of care to maintain a safe learning environment. In exceptional circumstances, staff may use a restrictive intervention, including reasonable force, where it is necessary to prevent a pupil from:

- Causing injury to themselves or others;
- Committing an offence;
- Causing serious damage to property; or
- Creating serious disorder that presents a risk to the safety and wellbeing of others.

The school is committed to preventing the need for restrictive interventions wherever possible. Staff will use appropriate preventative and de-escalation strategies and consider the individual needs of pupils before any restrictive intervention is used.

Any restrictive intervention must be:

- Necessary to manage an immediate risk;
- Reasonable, proportionate and in the pupil's best interests;
- The least restrictive option available in the circumstances;
- Applied using the minimum amount of force and for the shortest duration necessary;
- Conducted in a way that preserves the safety, dignity, and welfare of all those involved; and
- Never used as a form of punishment, coercion or to secure compliance.

Unacceptable Uses of Force

The use of restrictive intervention must never:

- Be used as a punishment, sanction or means of coercion.
- Restrict a pupil's airway, breathing or circulation.
- Involve covering a pupil's mouth or nose.
- Involve pressure to the neck, throat, chest, or abdomen.
- Deliberately place a pupil in a face-down (prone) position.
- Use ground holds unless unavoidable in the circumstances and only for the shortest possible time, with the pupil moved to a safer position as soon as possible.
- Cause pain, humiliation, degradation, or unnecessary distress.
- Continue once the immediate risk of harm has reduced.

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If a pupil sustains an injury or there are concerns about their physical wellbeing following a restrictive intervention, appropriate medical assessment and treatment will be sought as soon as practicable.

The use of force as a punishment is unlawful and will never be permitted.

Where a restrictive intervention is used:

- The incident must be reported to a member of the Senior Leadership Team as soon as practicable;
- A written record must be completed promptly and uploaded to CPOMS using the school's approved recording format;
- Parents/carers will be informed as soon as reasonably practicable in accordance with school procedures;
- The incident will be reviewed to identify any learning, support needs or amendments required to risk assessments, behaviour support plans or individual pupil plans

Most staff have received PRICE training in preventative approaches, de-escalation strategies and, where relevant to their role, approved restrictive intervention techniques. While accredited training (e.g. Team Teach) is not a legal requirement, it is strongly recommended for staff who may be required to use restrictive interventions as part of their role.

For pupils who present a foreseeable risk of behaviours that may require restrictive intervention, individual risk assessments and support plans will be developed and reviewed regularly.

Consideration for Pupils with SEND

Staff must consider how a pupil's Special Educational Needs and Disabilities (SEND), communication needs, sensory processing differences, trauma experiences, medical needs or other vulnerabilities may influence their behaviour. Wherever possible, staff should take account of known triggers, behaviour support plans, risk assessments and reasonable adjustments before considering the use of restrictive intervention.

The school recognises that pupils with SEND may be disproportionately affected by restrictive interventions. Staff will therefore seek to understand the underlying causes of behaviour, use preventative and de-escalation strategies, and work collaboratively

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with parents/carers and relevant professionals to reduce the likelihood of restrictive intervention being required.

For pupils who present a foreseeable risk of behaviours that may require restrictive intervention, individual support plans and risk assessments will be developed, reviewed regularly, and amended following any significant incident where necessary.

Recording and Reporting

Incidents are recorded on CPOMS and reviewed by the Pastoral Team, which includes the Head teacher and SENCo. Records should include the concern, action taken, decisions reached, rationale and outcome, in line with safeguarding recording expectations. Data reviewed is at whole-school level including specific groups of pupils, including disadvantaged pupils, pupils with SEND, pupils known to children's social care and other vulnerable groups. This analysis is used to identify patterns, trends and emerging needs, evaluate the effectiveness of support strategies and interventions, and inform staff training, resource allocation and school improvement priorities.

Any incident involving the use of a restrictive intervention, reasonable force, seclusion, or restraint must be reported to a member of the Senior Leadership Team and recorded on CPOMS as soon as practicable following the incident, and wherever possible on the same day.

The written record should include:

- The names of the pupil and staff members involved;
- The date, time, location, and approximate duration of the incident;
- Any relevant information about the pupil, including SEND, medical needs or other vulnerabilities;
- A factual account of the incident, including any known triggers and de-escalation strategies used;
- The reason why the intervention was considered necessary;
- The type of intervention used and, where applicable, the degree of force applied;
- Details of any injuries sustained by the pupil or staff members involved; and
- Any immediate actions taken following the incident, including medical treatment, support provided, or amendments required to risk assessments or behaviour support plans.

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Parents/carers will be informed as soon as reasonably practicable following any significant incident involving restrictive intervention, restraint, reasonable force, or seclusion and, wherever possible, on the same day. Information will normally be provided in writing and will include the reason for the intervention, the nature of the intervention used, its duration and details of any injuries sustained.

Following the incident, an appropriate review will take place to identify any learning, support needs or changes required to behaviour support plans, risk assessments or other strategies designed to reduce the likelihood of future incidents. Where appropriate, opportunities for restorative conversations and support for the wellbeing of pupils and staff involved will be provided.

Seclusion

Definition

Seclusion is a non-disciplinary intervention involving keeping a pupil in a place away from others and preventing them from leaving. Seclusion may occur through physical obstruction, blocking access to exits, or where a pupil reasonably believes they will be prevented from leaving.

Use of Seclusion

The school will always seek to prevent the need for seclusion through positive behaviour support, de-escalation strategies and reasonable adjustments. Seclusion will only be considered in exceptional circumstances where it is necessary to protect others from an immediate risk of harm and where other less restrictive strategies have been unsuccessful or are judged unlikely to be effective. Seclusion must never be used as a punishment or disciplinary sanction.

Supervision and Welfare

Any area used for seclusion must be safe, suitable, and not intimidating. Pupils who are secluded must be always supervised by an appropriate member of staff. The period of seclusion must be kept to the minimum necessary and the pupil must be allowed to leave as soon as the immediate risk of harm has reduced. Staff will continue to monitor the pupil's physical and emotional wellbeing throughout the incident.

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Recording and Reporting

Any incident involving seclusion must be reported to a member of the Senior Leadership Team and recorded on CPOMS as soon as practicable and, wherever possible, on the same day. The record will include:

- Names of the pupil and staff involved;
- Date, time, location, and duration of the seclusion;
- The reason the intervention was considered necessary;
- Relevant contextual information, including any SEND needs or vulnerabilities;
- Any injuries sustained and support provided following the incident; and
- Any follow-up actions, including amendments to risk assessments or behaviour support plans.

Parents/carers will be informed as soon as reasonably practicable and, wherever possible, on the same day. Information will normally be provided in writing and parents/carers may be invited to discuss the incident, any identified triggers, de-escalation strategies used, and any further support required.

Post-Incident Review

Following any incident involving seclusion, the school will review the circumstances of the incident to identify learning, consider the wellbeing of the pupil and staff involved, and determine whether changes are required to behaviour support plans, risk assessments or wider school practice.

Monitoring and Oversight

The Governing Board and Headteacher will monitor the use of restrictive interventions, reasonable force, restraint, and seclusion to ensure that practice is lawful, proportionate, necessary and in the best interests of pupils.

The school will regularly review records of restrictive interventions to identify:

- Patterns, trends, and potential triggers in behaviour;
- The effectiveness of preventative and de-escalation strategies;
- Any training and professional development needs for staff;
- The effectiveness of behaviour support plans and risk assessments; and
- Any disproportionate use of restrictive interventions involving pupils with Special Educational Needs and Disabilities (SEND), protected characteristics or other identified vulnerabilities.

Leaders analyse attendance data regularly, both whole-school and for specific pupil groups, to identify patterns and trends.

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Early intervention strategies are implemented where attendance concerns emerge, with particular focus on pupils who are persistently absent, severely absent, disadvantaged, have SEND, are known to social care or are young carers.

Information gathered through monitoring will be used to inform policy review, staff training, pupil support planning and wider school improvement activities. Where concerns are identified, appropriate action will be taken to improve practice and reduce the need for restrictive interventions wherever possible.

The Governing Board will take reasonable steps to assure itself that the school's procedures for recording, reporting, and reviewing incidents involving restrictive interventions are being implemented consistently and effectively.

Attitudes to Learning

Leaders monitor pupils' attitudes to learning, engagement, conduct and readiness to learn through behaviour records, learning walks, lesson visits, pupil voice activities and pastoral monitoring. Information gathered is used to identify strengths, address emerging concerns and ensure that pupils are supported to engage positively with their learning and school life.

Staff Training and Professional Development

The school is committed to ensuring that staff are appropriately trained and supported in the prevention and management of behaviour that may present a risk to the safety and wellbeing of pupils or others. Staff will be provided with training appropriate to their role, including behaviour support strategies, de-escalation techniques, safeguarding responsibilities and, where relevant, approved restrictive intervention techniques. Staff are trained with [Price Training](#) (Protecting Rights In a Caring Environment).

The school recognises that effective prevention, positive relationships, and early intervention are the most effective means of reducing the need for restrictive interventions. Training will therefore promote a proactive approach to behaviour support and the development of strategies that enable pupils to regulate their behaviour successfully.

Where staff may be required to use restrictive interventions as part of their role, the school will seek to ensure that they receive appropriate training and guidance to support safe, lawful, and proportionate practice. Staff will also be made aware of the

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school's procedures for recording, reporting, and reviewing incidents involving restrictive interventions, restraint, reasonable force, or seclusion.

Following significant incidents, additional support, guidance, or training may be provided to staff where this is identified through the school's review and monitoring processes.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious sanctions and will not be used lightly. All incidents will be considered on an individual basis, and the circumstances fully investigated. The decision to suspend or permanently exclude a pupil must be lawful, reasonable, fair and proportionate. Only the Headteacher, or in their absence the Acting Headteacher, has the authority to suspend or permanently exclude a pupil.

Wherever appropriate and practicable, the school will consider a range of alternative strategies, interventions and support measures before deciding that suspension or permanent exclusion is necessary. Permanent exclusion will only be used as a last resort and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before making a decision, the Headteacher will carefully consider:

- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement, July 2026.
- Whether the pupil is being excluded on disciplinary grounds;
- Whether the facts have been established and the evidence supports the decision;
- Any mitigating or contributing circumstances;
- The school's duties under the Equality Act 2010;
- Whether the behaviour may be linked to an unmet Special Educational Need or Disability (SEND);
- Whether reasonable adjustments and appropriate support have been provided;
- Whether the pupil belongs to a group that is disproportionately affected by suspension or permanent exclusion; and
- The impact of the decision on the safety, welfare and education of all pupils and staff.

Wherever appropriate, pupils will be given the opportunity to express their views and participate in the process in a manner suitable to their age and understanding.

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Pupils Requiring Additional Consideration

The school recognises that certain groups of pupils are more likely to experience suspension or permanent exclusion, including:

- Pupils with Special Educational Needs and Disabilities (SEND);
- Pupils eligible for Free School Meals;
- Looked After Children;
- Previously Looked After Children; and
- Pupils from groups known to be disproportionately represented in exclusion data.

In such cases, the school will seek to identify and address underlying needs through early intervention, additional support, reasonable adjustments and, where appropriate, involvement from external agencies. For pupils with an Education, Health and Care Plan (EHCP), the school may request an early annual review where concerns about behaviour indicate that current provision may no longer be meeting need.

Notification and Follow-Up

The Headteacher will notify parents/carers without delay of any suspension or permanent exclusion. Where applicable, the Local Authority, the pupil's social worker and the Virtual School Head will also be informed in accordance with statutory requirements.

The school will ensure suitable arrangements are made in line with current statutory guidance for pupils who are suspended or permanently excluded, including provision from the sixth school day where required.

The Headteacher may cancel a suspension or permanent exclusion before it has been considered by the Governing Board, in accordance with current statutory guidance. Parents/carers and all relevant parties will be informed without delay should this occur.

The Role of the Governing Board

The Governing Board will fulfil its statutory duties regarding the review and consideration of suspensions and permanent exclusions in accordance with current legislation and Department for Education guidance.

Sixth school day of a suspension or permanent exclusion

The school and local authority will work together to ensure that suitable full-time education is arranged from the sixth school day of a suspension or permanent exclusion in accordance with statutory requirements.

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What Is Bullying?

Pupils are encouraged to report concerns about bullying, abuse, discrimination, harassment or any behaviour that makes them feel unsafe. Reports can be made to any trusted adult and will be taken seriously.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter – there is no intention to hurt, and everyone knows its limits
- Ignorant Banter - crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter - done to humiliate a person - often in public

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

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Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of

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individuals through threats of violence or by isolating them, either physically or online. DfE October 2014 'Preventing and tackling bullying'.

Staff must monitor all patterns of bully-ish behaviour. Where bullying is found it will be dealt with initially in a restorative manner to enhance the individual's education and social skills. It will also reduce further incidences.

Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.

Reporting of bullying

You **must** report bullying (including racist bullying) incidents to:

- **Your LA's children's social care team** (and the police, if appropriate), **if** you think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm"
- **The police, if** the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off the school premises)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-Ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The school recognises that young carers may face additional barriers affecting attendance, wellbeing, behaviour and learning. Appropriate support and reasonable adjustments will be considered where required.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Personal Development

The school recognises that positive behaviour, wellbeing and personal development are closely linked. Through the curriculum, collective worship, enrichment opportunities and wider school experiences, pupils are supported to develop spiritually, morally, socially and culturally.

The school promotes respect, equality, diversity and inclusion and teaches pupils about protected characteristics and fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Through its Relationships, Health and Sex Education (RSHE) curriculum, the school supports pupils to develop age-appropriate knowledge and understanding of healthy relationships, respect, personal safety, online safety, wellbeing, consent and equality. The curriculum helps pupils develop the knowledge and skills needed to keep themselves safe and prepare them for life in modern Britain.

Pupils are provided with opportunities to develop their talents, interests and leadership skills through a range of activities, clubs, educational visits, sporting opportunities, performances and community engagement.

Leaders strive to ensure that all pupils, including disadvantaged pupils, pupils with SEND, those known to children's social care and young carers, can access and participate in wider opportunities through appropriate support and reasonable adjustments where required.

Graduated Behaviour Support

The school adopts a graduated approach to behaviour support and intervention. Most pupils' needs will be met through high-quality classroom practice, positive relationships, clear routines, consistent expectations and restorative approaches.

Where concerns about behaviour arise, staff will seek to identify underlying causes and implement appropriate support strategies at the earliest opportunity. Support may include:

- Adaptations to teaching, learning or the environment;
- Additional pastoral support;

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- Personalised behaviour and reward systems;
- Behaviour monitoring and review;
- Individual behaviour support plans;
- Risk assessments;
- Reasonable adjustments for pupils with SEND;
- Consultation with external agencies and specialist professionals; and
- Increased collaboration with parents/carers.

Support will be regularly reviewed to ensure it remains appropriate and effective. Where concerns persist, additional interventions may be introduced, and advice sought from relevant professionals to ensure pupils receive the support they need to succeed socially, emotionally and academically.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

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