



# Relationship and Behaviour Policy 2025

Updated November 2025

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

## **Policy Foundations**

This policy is formulated in accordance with section 89 of the Education and Inspections Act 2006 and DfE Behaviour in Schools advice (July 2022). Good behaviour is central to a high-quality education; poor behaviour can lead to lost learning, bullying, anxiety, and distress.

Our approach is **relationship-focused**, emphasising proactive, preventative, and relational strategies tailored to the needs of Spring Hill pupils.

We recognise that all behaviour is a form of communication, and we listen carefully to understand what children are telling us through their actions.

## **Policy Aims**

The purpose of this policy is to guide teachers, pupils, and parents on our **relationship-focused approach to behaviour management**, providing a calm, caring environment that supports each child emotionally and educationally.

We encourage self-discipline through three simple rules:

- **Ready**
- **Respectful**
- **Safe (RRS)**

Our policy is designed to **promote positive relationships** rather than simply enforce rules. Consistent, calm, and clear adult behaviour is central.

Promoting good behaviour is a shared responsibility: children, staff, governors, parents, and the wider community all play a vital role. Supply staff and pupils are provided with a user-friendly copy of this policy. Everyone is expected to respect others, their families, cultures, and beliefs, upholding Spring Hill's exceptionally high standards of behaviour.

### **We aim to:**

- Provide a clear, fair, and consistent approach to behaviour based on **nurturing principles and restorative practices**.
- Foster and value **strong, healthy relationships** as a lifelong skill.
- Promote **teamwork and success**, underpinning our relationship-focused ethos.
- Maintain a **safe, respectful, equitable, and happy school environment**, maximising learning opportunities.
- Equip staff with tools to support children in **managing behaviour and building positive relationships**.
- Provide children with strategies to **build and foster positive relationships** themselves.
- Use **preventative and relational strategies** to proactively encourage positive behaviour and reduce conflict, including noticing and celebrating positive behaviour consistently and providing clear, structured routines.

## Promoting Positive Behaviour

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'*

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained.

Opportunities for promoting positive behaviour strategies include:

- Whole school assemblies - RAISE values are discussed and applied to our everyday lives and in our relationships with one another.
- Recognition boards will be used in class and across school to promote positive behaviour.
- QR code slips to access pictures of excellent work/phone calls will be sent to parents when children have gone 'above and beyond' by displaying exceptional behaviour.

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are **intrinsic**, and we recognise that feeling good about something you have done is a significant reward.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Parents support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement.

Parents/carers will be informed of achievements so they can share in their child's success in several ways:

- QR code slips/phone calls/face to face conversations are used to send messages home. There is no set amount each week- again it must be sincere to keep its value. QR code slips/phone calls/face to face conversations may also be sent home from the head teacher to recognise children going 'over and above.' These will be recorded on cpoms.
- Parent Consultation Evenings provide a forum for discussion.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

## Expectations and Staff Behaviours

Behaviours	Expectations	Consistent Staff Actions
<b>Entering the building</b> <ul style="list-style-type: none"> <li>In the morning</li> <li>After playtime</li> </ul>	<ul style="list-style-type: none"> <li>Children should walk into classroom in quietly.</li> <li>Respond to adults' morning greetings.</li> <li>Bags and coats to be hung up on pegs.</li> <li>Reading books/bags to be put away in trays or boxes.</li> <li>Lunch boxes to be quietly and tidily put on trolley.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to greet at classroom door giving morning welcome.</li> <li>Calming music, low lighting to create calming environment.</li> <li>Adult collecting from playtime give instruction on playground e.g. sit on carpet/chair, before entering school</li> <li>Adults check uniform and provide correct spare uniform if children are in incorrect uniform.</li> </ul>
<b>Morning Registration</b>	<ul style="list-style-type: none"> <li>Calmly and quietly carry out morning tasks/learning/interventions.</li> <li>Complete self-registration (if appropriate) answer name politely for registration.</li> </ul>	<ul style="list-style-type: none"> <li>Activities are ready for children to complete.</li> <li>TAs are in class ready to support children/listen to readers</li> <li>Quiet calm music playing</li> </ul>
<b>In lessons</b>	<ul style="list-style-type: none"> <li>When sitting on a chair all 4 legs need to be on the floor</li> <li>Quiet working voices to be used.</li> <li>Listen when an adult/child is talking – looking in their direction.</li> <li>Hands up and wait quietly if you need the attention of the teacher.</li> <li>Remain on task and use learning partner if stuck.</li> </ul>	<ul style="list-style-type: none"> <li>Be clear about expectations during the lesson (working independently / in pairs / in a group)</li> <li>Ensure children's attention is on you when speaking.</li> <li>Raise an arm to manage noise levels / use proximity praise to gain attention / count down from 5.</li> <li>Always provide learning partner discussion time.</li> <li>Use variety of cold calling, lolly sticks, paraphrasing during feedback.</li> <li>TAs to be used effectively for support.</li> <li>Challenge work and presentation if not good enough.</li> </ul>
<b>Going into/leaving assembly</b>	<ul style="list-style-type: none"> <li>Children should be escorted to the hall by their class teacher/TA.</li> <li>Children should walk in silence.</li> <li>Enter hall and remain standing in line until told to sit down in silence by teacher/TA.</li> <li>Children should walk in single file on the left-hand side of the corridor.</li> </ul>	<ul style="list-style-type: none"> <li>Children to be reminded about walking silently down the corridor before leaving the classroom. <ul style="list-style-type: none"> <li>adult from each class to remain in hall for duration of assembly Monday/ Thursday adults will be on a rota – Add children to recognition boards for showing our rules of RRS</li> </ul> </li> </ul>
<b>Coming in for lunch</b>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Enter the building quietly.</li> <li>Wash their hands.</li> <li>Walk in single file on the left-hand side of the corridor.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to raise an arm/ use a tambourine to show children that voices should stop.</li> <li>Staff to wait in silence until line is ready to move – if needed children should be reminded to be silent – use proximity praise.</li> <li>If expectations are not met – child sent to back of line or waits 5 mins. before able to go in for dinner.</li> </ul>
<b>Lining up for lunch and in the dinner hall.</b>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Line up in corridor some quiet chat is allowed.</li> <li>Take their coats off when sat down to eat their dinners</li> <li>Put their hands up if they want a drink or to ask a member of staff for something.</li> </ul>	<ul style="list-style-type: none"> <li>Any child moving out of line should be reminded to stay in line.</li> <li>Any child who does not comply with reminder to stay in line should be moved to the back of the line.</li> <li>Staff to raise an arm to manage noise levels when too loud</li> </ul>

		<ul style="list-style-type: none"> <li>Staff on duty managing pupils into dining hall should ensure consistency of expectations.</li> <li>Staff should only challenge children in a quiet professional manner (no shouting). Follow table 2 if needed.</li> </ul>
<b>Collecting equipment in at lunchtime</b>	<ul style="list-style-type: none"> <li>When the whistle blows children stand still and wait.</li> <li>Walk to store and pass to member of staff to put away.</li> </ul>	<ul style="list-style-type: none"> <li>Adult to blow whistle at 12:55</li> <li>Adult to supervise equipment stored away in order</li> </ul>
<b>Returning to the building from Playtime</b>	<ul style="list-style-type: none"> <li>1 x whistle blow children to stop and stand still.</li> <li>2<sup>nd</sup> whistle blow children to listen to instruction and walk to their line</li> </ul>	<ul style="list-style-type: none"> <li>Teachers must be outside on time to collect their class to ensure prompt start of the lesson.</li> <li>All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1<sup>st</sup> whistle</li> <li>Use arm up to request silence in lines if needed</li> <li>Staff remind children of expectations coming into school from the AWP.</li> <li>There are <b>no</b> lines outside any classrooms staff are ready to allow them straight into the rooms.</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>Children should not be allowed to go to the toilets during lesson time where possible.</li> <li>If the toilet is needed during lesson time children should not be allowed to go in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to remind children to use the toilet at playtimes</li> <li>Staff to use the peg system to monitor how many children are in the toilets at playtimes.</li> <li>When children enter the building staff issuing the bands should remind of expectations: Use the toilet properly, Flush the toilet, Wash hands, Return onto the playground</li> </ul>
<b>Cloakrooms</b>	<ul style="list-style-type: none"> <li>Coats are hung up at the start of the day and after every break time.</li> <li>Bags are hung up on pegs</li> </ul>	<ul style="list-style-type: none"> <li>TA to be allocated duty to check cloakrooms at start of day/break.</li> <li>Staff should remind children that there should be nothing on the floor.</li> <li>Children to be challenged and returned to hang up any coats/belongings that have not been hung up</li> </ul>
<b>Lunchbox trolleys</b>	<ul style="list-style-type: none"> <li>Lunchboxes to be put onto the trolley in an orderly way</li> <li>Prefects to push trollies into studio before lunch ready for lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>TA to check trolley.</li> <li>Prefects assigned to the role.</li> </ul>
<b>End of day routine</b>	<ul style="list-style-type: none"> <li>Children collect coats and bags quietly and come back to chairs / places</li> </ul>	<ul style="list-style-type: none"> <li>Send children for coats and book bags small groups at a time.</li> <li>Remind children about behaviour in cloakrooms.</li> <li>Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms and by the lunch trolleys.</li> </ul>

## Restorative Approach

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

## **Restorative Practices**

All members of staff are trained in the key principles of Restorative Practice, and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid:

- humiliation
- shouting
- overreacting
- blanket punishment
- harsh sarcasm
- threatening children with someone else's discipline
- using an area of the curriculum as a punishment

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced accordingly. Parents will be informed of the consequence via a restorative phone call or email, and it will also be recorded on CPOMS.

## **Support**

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders are visible and available in the mornings and after school; we have a strong Pastoral Team, and we support and refer on to outside agencies if needed.

Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support, and a few children may need additional intensive support.

Early Intervention is important for us, and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

## **Calm and consistent behaviour:**

There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.

All adults in school use PACE (Playfulness, Acceptance, Curiosity and Empathy). PACE focuses on the whole child, not simply the behaviour. It helps children to be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour and building the skills that are so necessary for maintaining a successful and satisfying life. Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.

Staff do not join in to express their feelings or comment to a child when the situation has been dealt with; this is 'naming and faming' the behaviour and gives the wrong attention to a situation/behaviour.

Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. This is known as 'affect labelling.' e.g.: 3 - full "You've had enough to eat you are full now" - hot "Your face is red, take your jumper off you are hot" - angry "you must be so angry to scream like that" - sad "that must make you so sad"

Staff use empathetic phrases that reroute the power play also known as fogging, such as I understand that... I noticed that... I imagine that...

When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed.

It may be that this happens later when the child is regulated.

When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.

Behaviour needs to be managed consistently and appropriately to support all learners and staff

A check-in strategy is used when a child has needed supported regulation time.

<u>Universal</u>	<u>Targeted Support</u>	<u>Intensive Support</u>
Safety Cue's in all aspects of school life: - Soft start to the day for all. - Staff who are warm, empathic, playful, and curious (PACE) - Interaction with children that ensures social engagement - No shouting practise across school (unless a child is in danger)	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress	An available adult (Mountain Rescue) is allocated for daily contact.
Children, staff, and parents sign the home school agreement.		
Staff relationships are strong and interactively repair occasions when they may have become defensive.		Staff work with parents and other agencies, if appropriate, through regular meetings.
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation
Provide stress regulation strategies during the day, particularly during transitions e.g.: brain breaks x 3 per day, mindfulness music, breathing and peer massage.	Time-in' with an adult to regulate.	Time-in' with an adult to regulate.

PSHE and Intervention groups within the classroom	Small Targeted groups – including Nurture provision provided by the Pastoral Team 'Mountain Rescue'	External support groups from CAFW, Key Youth Charity, CAMHS, SALT, Occupational Therapy, Counsellors.
	One page profile behaviour plan completed by teacher and SENDCO	EP Assessment
	Risk Assessment completed by SLT	

### **SUPPORTIVE HOLDING**

Bernard Allen writes about children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way. School staff considering supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally, appropriate and necessary response to a child behaving in ways that are unsafe or are in emotional distress.

#### **Time In**

To support the mental health of a child who is dysregulated, schools opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

### **What the Sloth Room Is at Spring Hill**

At Spring Hill, the Sloth Room is a calm, regulated, sensory-friendly environment designed to support pupils who need emotional regulation, time-in with an adult, a safe space for co-regulation, or a low-stimulation setting after becoming overwhelmed. It is also used to help pupils prepare or decompress during transitions and to support them in returning calmly to learning.

It is not a time-out room, withdrawal room, or consequence. Its purpose is entirely supportive and in-line with Spring Hill's relationship-focused, trauma-informed, and restorative approach.

The Sloth Room functions as:

#### **A therapeutic co-regulation space**

Used when a child is dysregulated, stressed, or overwhelmed. Staff use strategies such as PACE, emotion coaching, and affect-labelling.

#### **A relationship-building environment**

The child remains connected with a regulated adult, which helps restore emotional safety and trust.



**A sensory-friendly support area**

This may include soft seating, low lighting, calming resources, sensory tools, or weighted items to promote regulation.

**A short-term, purposeful intervention**

Children are not placed in the Sloth Room for extended periods. It is intended to support regulation so pupils can return to learning.

**Part of the school's graduated behaviour support pathway**

This sits within the targeted and intensive support levels and is always used with clear purpose, supervision, and monitoring.

**What Mountain Rescue Is at Spring Hill**

**Mountain Rescue** is Spring Hill's graduated, relationship-based support system designed to help pupils who are struggling to regulate, remain safe, or engage with learning. It provides a structured, supportive intervention led by trained adults when a child's needs temporarily exceed what can be managed within the classroom.

It is not a sanction or consequence.

It is a *supportive relational intervention* that helps staff maintain safety, connection, and regulation.

Mountain Rescue typically involves:

**1. Regulated Adult Support**

A trained member of staff (often pastoral, inclusion or SLT) arrives to assist the child and supporting adult. Their role is to help stabilise emotions, maintain connection and reduce escalation.

**2. Time-In, Not Time-Out**

The child remains *with* an adult. Mountain Rescue never involves leaving a child alone or isolating them. The focus is co-regulation and emotional safety.

**3. Support for Both the Child and the Class**

Mountain Rescue provides:

- Support for the child who is dysregulated
- Support for the class teacher who may need help maintaining the learning environment
- A safe plan for the rest of the class, if required

**4. Movement to a Lower-Stimulation Space (If Necessary)**

If the child is unable to regulate in the classroom, they may be supported to move to a calm environment such as the Sloth Room. This is done calmly and relationally—never as punishment.

## 5. Restorative Follow-Up

Once the child is settled, Mountain Rescue includes:

- A restorative conversation
- A reflection on regulation strategies
- A supported return to learning

### Recording and Communication

Mountain Rescue interventions are recorded (e.g., on CPOMS) and shared with relevant staff so patterns can be identified and tailored support planned.

### The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. (See Appendix 4)

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Some children with social, emotional, or mental health difficulties require time to calm down, and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with.

### Exclusions

**Exclusion of a child is always a last resort.** It is only considered when other appropriate behaviour and pastoral strategies have been tried and have not been successful or were allowing the pupil to remain in school would seriously harm the education, safety, or welfare of the pupil or of others.

There are two types of exclusion recognised in law under the DfE *Suspension and Permanent Exclusion Guidance*:

- **Suspension (fixed-term exclusion)** – a temporary removal from school for a set number of sessions, up to a maximum of **45 school days in a single academic year**.

- **Permanent exclusion** – removal from the school roll, used only in exceptional circumstances when the child's behaviour constitutes a serious breach or persistent breaches of the behaviour policy and when remaining in school would seriously harm the education or welfare of others.

Only the **Headteacher** (or acting Headteacher) has the authority to exclude a child from school.

If a child is excluded, the Headteacher will notify parents/carers **without delay**, providing the reason for the exclusion, the length of the exclusion (for suspensions), and information about their right to make representations to the governing body. The school will explain clearly how parents can request a governing body meeting.

The Headteacher will also notify:

- the **Local Authority** and the **Governing Body** of all permanent exclusions;
- the LA and governing body of any suspension that results in a pupil being excluded for more than 5 school days in a term or missing a public examination or test.

The Governing Body has a **Pupil Discipline Committee**, made up of 3–5 members, which meets to consider representations and review exclusions where required by law. The committee will consider the evidence presented, the circumstances of the exclusion, and any representations from parents/carers and the local authority before making its decision.

**Sixth Day Exclusion Provision** The school will use a mix of teaching staff/support staff/pastoral staff to educate and support children off site when sixth day provision is necessary.

A reintegration meeting with parents on the child's return to school.

### **Internal Exclusion (Pastoral Support Withdrawal)**

**Internal exclusion is *not* a statutory exclusion** and does **not** remove a child from the school roll or trigger exclusion procedures. It is considered a **pastoral intervention**, not a disciplinary sanction equivalent to suspension.

At Spring Hill: **Internal exclusion** refers to a short, planned period **out of the child's usual classroom**, supervised by a **trained member of the pastoral team**, where the pupil continues to access their learning in a calm, supportive environment.

Internal exclusion is used only when:

- remaining in the classroom environment is temporarily unsafe or highly disruptive, **and**
- the child requires a supportive environment to regulate, reflect, or restore relationships, **and**
- the behaviour does *not* meet the legal threshold for a suspension.

Key principles:

1. **The child remains in school** and continues to receive education appropriate to their age and ability.
2. The child is **always supervised** by an adult.
3. Internal exclusion is **time-limited**, purposeful, and recorded.
4. It is accompanied by **restorative work**, pastoral support, and a clear plan for reintegration to the classroom.
5. Parents/carers are informed when internal exclusion is used.

Internal exclusion allows the school to ensure safety and stability while avoiding unnecessary suspensions, in line with the DfE expectation that schools use exclusion proportionately and as a last resort.

A reintegration meeting with parents and staff will be held.

### **Restrictive Physical Intervention (Positive Handling)**

In accordance with **Section 93 of the Education and Inspections Act 2006**, staff have the legal power to use reasonable force to prevent a pupil from:

- a. Committing an offence (or, for pupils under 10, what would be an offence for an older pupil);
- b. Causing personal injury to themselves or others or causing serious damage to property;
- c. Seriously prejudicing the maintenance of good order and discipline within the school.

Restrictive Physical Intervention (RPI) is **only used as a last resort when** all de-escalation strategies and alternative options have been exhausted or would clearly be ineffective. Any force used must be:

- **Reasonable**
- **Proportionate**
- **Necessary**
- **The minimum degree of intrusion for the shortest possible time**

Staff must always consider the pupil's age, understanding, medical needs or disability, and any relevant social, emotional, or mental health needs, in line with the **Equality Act 2010**.

Where possible, more than one trained member of staff should be present. Staff using RPI must follow the school's approved positive handling training (e.g., Team Teach) and act within its principles.

All incidents of RPI must be:

- **Recorded** on the school's safeguarding/behaviour system (e.g., CPOMS, including the body map)
- **Reported to the Headteacher**
- **Communicated to parents/carers** on the same day, wherever possible
- **Reviewed**, to reduce the likelihood of needing future interventions

RPI should always be followed by **support, co-regulation, and a restorative process**, ensuring the pupil feels safe and emotionally contained.

## **Child-on-Child Abuse**

Spring Hill takes all forms of **child-on-child abuse** extremely seriously. In line with *Keeping Children Safe in Education (KCSIE)*, the school recognises that abuse can be carried out by other children and can occur both **inside and outside school**, as well as **online**.

All children must feel safe to report concerns without fear of being dismissed or judged. The school promotes a culture where pupils are confident to speak up, knowing they will be listened to, believed, and supported.

Child-on-child abuse may include (but is not limited to):

- physical abuse
- sexual violence
- sexual harassment
- sharing of nude or semi-nude images
- upskirting
- bullying (including cyberbullying)
- emotional abuse
- causing harm through coercion, control, or exploitation

All reports are taken seriously, investigated promptly, and handled in line with the school's safeguarding procedures. Staff understand that children can harm other children, and all concerns are responded to with sensitivity, proportionality, and a safeguarding-first approach.

## **Bullying**

At Spring Hill, we define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online."" (Anti-Bullying Alliance )

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, cyberbullying via text messages or the internet), and is often motivated by prejudice against 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. At Spring Hill, **we acknowledge that children with SEND are at a significantly higher risk of being bullied both in person and online compared to their peers**. We use the guidance and procedures recommended by the Anti-Bullying alliance to ensure that all incidents are responded to in an appropriate and timely manner as documented in the Anti-Bullying policy.

We prevent bullying by creating a whole school culture of respect where staff, pupil and parents work together to ensure everyone feels safe and included. Staff model positive behaviour and intervene early when they see unkind or exclusionary actions. Through our curriculum particularly

PSHRE, computing and assemblies we teach pupils about relationships, difference, online safety and how to act as responsible bystanders. We run targeted initiatives such as Anti-bullying week, odd socks day and positive noticing day. We provide safe ways for pupils to report concerns and remain vigilant at certain times of the day and specific areas of school.

### **CPOMS**

All behaviour incidents, safeguarding concerns and relevant pastoral information are recorded on CPOMS. This ensures accurate, timely and secure record-keeping. Senior Leaders regularly review CPOMS entries to identify patterns, concerns, and trends. Where needed, they create and implement action plans to provide appropriate support, intervention and monitoring for individual pupils, groups of pupils, or whole-school issues.

Recording on CPOMS allows the school to:

- monitor behaviour and safeguarding concerns consistently
- ensure timely follow-up by appropriate staff
- support early intervention
- maintain a coordinated response between teaching staff, pastoral staff, and the DSL team
- evidence actions and support for external agencies when required

All staff must follow the school's **Safeguarding and Child Protection Policy** when recording concerns on CPOMS and must alert the Designated Safeguarding Lead (DSL) to any safeguarding matters immediately.

### **Discipline guidance**

Following the enactment of the **Education and Inspections Act 2006**, schools have a **statutory power to discipline pupils** for:

- Breaches of the school rules
- Failure to follow instructions
- Other unacceptable conduct

This statutory power applies **whether the behaviour occurs on school premises**, and extends to behaviour that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

All teachers and staff members who oversee pupils have the **authority to discipline pupils** in line with this policy. Discipline measures must be:

- **Fair, reasonable, and proportionate**
- **Consistent with the school's behaviour expectations**
- **Focused on supporting learning, restoring relationships, and promoting positive behaviour**

Staff are also expected to follow **safeguarding principles** and consider any additional needs, including SEND, mental health, or trauma-related factors, when implementing discipline.

### **Outside School premises**

As a school we have statutory powers under Section 89(5) of the Education and Inspection Act 2006 to regulate the behaviour of pupils when off the school premises and not supervised by staff.

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

Occasions include when pupils are:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Searching, Screening and Confiscation of Inappropriate Items**

Under the **Education and Inspections Act 2006** and in accordance with the DfE guidance *Searching, Screening and Confiscation (2022)*, staff have the authority to confiscate items from pupils where it is reasonable and appropriate to do so.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers, and staff authorised by the Headteacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see list below) or any other item that Spring Hill School rules identifies as an item which may be searched for. Prohibited Items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

Any article that a member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence
- To cause personal injury to, or damage to property of any person (including the pupil)
- An article specified as prohibited by Spring Hill Community Primary School (Mobile Phone, Vape)

An article specified in The Schools (Specification and Disposal of Articles) Regulations 2012

- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Staff have the right to confiscate, retain or dispose of a pupil's property as a sanction if the property is a contraband item according to school rules. Staff will determine what to do with the confiscated item depending on the item confiscated and reason for its removal. Staff will also decide when to return an item, or whether to dispose of it.

### Links with SEN/ Multi-agency assessment

**It should be recognised that repeated misbehaviour can:**

- **Constitute as a special need in itself**

In accordance with the **Children and Families Act 2014**, the **SEND Code of Practice (2015)** and **Keeping Children Safe in Education**, repeated misbehaviour should be considered in relation to a pupil's wider needs. Persistent behavioural difficulties may constitute a special educational need in themselves or may indicate underlying learning difficulties, limited social or communication skills, or emotional distress occurring either inside or outside school. Where such concerns arise, the pupil may be placed on the SEN Register or identified as a 'child of concern' for discussion at In-House Safeguarding Meetings.

Decisions regarding inclusion on the SEN Register follow the principles of the SEND Code of Practice's **graduated approach (Assess–Plan–Do–Review)** and are based on:

- a clear description of the behaviour observed;
- the **severity** of incidents;
- the **frequency** and **duration** of behaviours; and
- the **generality**, i.e., whether behaviours occur across multiple contexts or settings.

Where additional support for behaviour is required, parents will be invited to meet individually with school staff to discuss strategies for improvement. With parental consent, external agencies—such as Educational Psychology, Early Help, Behaviour Support, or Health Services—may be involved to assess needs and identify appropriate interventions. When necessary, a **Behaviour Support Plan** will be developed to outline tailored strategies and provision, ensuring that support is personalised, evidence-based, and compliant with statutory SEND guidance.

### Malicious Allegations Against Staff

Any allegations made against staff which are proved to be malicious will be treated very severely. The Headteacher will use professional discretion to decide upon an appropriate consequence. Fixed term suspensions or permanent exclusion may be used for malicious allegations which result in the staff member's reputation being adversely affected or causes the staff member any distress.

### Roles and Responsibilities

#### Headteacher



The Headteacher will ensure that positive relationships and behaviour management training is provided at least every 2 years and that the school's policy is revised and revisited at least annually. The Headteacher will ensure that all new staff receive a copy of the policy during induction and receive further training within their first term of work. The Headteacher will ensure the behaviour policy is regularly updated and made available for staff, parents, and pupils to access via the school website.

### **Governors**

The governing board is responsible for setting general principles that inform the behaviour policy. Governors will ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school and the needs of all its children regardless of disability, age, SEN, race, equality, religious requirements, and human rights need. The governing board is also responsible for ensuring its responsibilities under the Equality Act 2010 to promote equality of opportunity and reduce discrimination is upheld.

### **Staff**

Staff will ensure that all children within the school are always treated respectfully and in line with policy. All staff, with responsibility for children, can impose any reasonable consequence in response to unacceptable behaviour. Staff will always ensure that reward systems and consequence are implemented in line with school policy.

### **Parents/Care Givers**

**Parents will be informed if children have gone 'over and above.' We encourage all families to celebrate with their child so that the child knows that both school and parents are proud of them.**

Parents will be informed after each restorative conversation so that they are aware of what has occurred at school and are able to support their child appropriately if they want to discuss the incident. It is not intended for any further discipline.

If four or more restorative conversations have had to be had in close succession, parents will be invited into school to discuss their child's behaviour and decide on next steps or support that can be given.

### **Complaints Procedure**

Any complaint regarding a behaviour related incident will always be thoroughly, speedily, and appropriately investigated. A complaint should be made directly, in the first instance, to the class teacher responsible for the pupil. If the complaint relates directly to this staff member, then the Head Teacher should be contacted. If the complaint is about the Headteacher, then the Chair of Governors should be contacted via letter. Contact details can be found on the school website.

Links to other policies This policy does not stand alone and should be read in conjunction with the following school policies NB: this is not an exhaustive list, further supporting policies can be located on the school website:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy

- Home-school agreement
- Staff Handbook (including code of conduct)
- SEND Policy
- PSHRE Policy
- Teaching & Learning Policy

## Equalities

At Spring Hill Community Primary School, we are committed to creating an inclusive and equitable environment where all children, regardless of their background or protected characteristics, are treated with respect and dignity. We have taken several measures to eliminate discrimination and other prohibited conduct in accordance with the Equality Act 2010. At Spring Hill Primary School, we see the need for a positive and effective equality. More information on this is available in our Equality policy.

Reviewed – November 2025

Next Review – November 2026

## Appendix 1

# Policy Blueprint & Classroom Plan

**Spring Hill Primary**  
WE RAISE

**The adults will:**

1. Nurture relationships
2. Model our values.
3. Listen
4. Praise positive choices
5. Provide a safe environment.

**We RAISE**

Responsibility  
Aspirational  
Inclusivity  
Service  
Empowerment

**'Over and Above' Behaviours**

Including the following:  
Exceeding our school values  
Impacting the wider Spring Hill community.  
Showing initiative.

**"If we reward children for going over and above then there is no limit to excellent behaviour." – Paul Dix**

The over and above mantra should be repeated often in classrooms and recognition should be proudly displayed on **recognition boards**. Phone calls home, speaking to parents at the door, whole school recognition board and digital recognition should be used to create a positive shift in expectations.

**Classroom Plan**

1. Reminder
2. 10 second script
3. 30 second script
4. Time out
5. Restorative chat
6. Consequence (if needed) and Support

**10 Second Script**

I expect you to be...  
I need you to...  
I need to see you...  
I know you will  
Thank you.

**Restorative Questions**

1. What happened?
2. What were you feeling/ thinking about at the time?
3. This made them feel

## Appendix 2

### Appendix 2- Classroom Plan

#### Classroom Plan

	Steps	Actions
1.	<b>Reminder</b>	If a child is displaying unwanted behaviour, remind them of the 3 rules RRS
2.	<b>10-second script</b>	If a child is displaying unwanted behaviour, use the 10 second script.
3.	<b>30-second script</b>	If the pupil still does not engage, use the 30-second script.
4.	<b>5 minutes Reflective 'time in'</b>	This step is only needed if the child needs to calm down and compose themselves, or if the child has not regulated their behaviour after steps 1 and 2. Reflection time will usually be in a quiet area of the classroom but for some children, it may be more appropriate to have this time away from view of their peers. If this is the case, Mountain Rescue are available to support this. During break/lunch 'time in' will be next to the adult dealing with the incident.
5.	<b>Restorative conversation</b>	This step is only needed if the child has continued to show unwanted behaviour in the classroom. During the restorative conversation, the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Putting things right').
6.	<b>Repair</b>	This may be a quick chat at break / lunch or a more formal meeting.

## Appendix 3

### Appendix 3

10 second reminder (choose one of these)

- I expect you to be...
- I need you to...
- I need to see you...

I know you will.

Thank you.

30 second intervention (say all of these)

- I notice you are .....

Many doors are opened through this question that might allow the pupil a chance of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child **has the opportunity to** consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

- **Who has been affected and how?**

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking **follow** up questions such as 'How was \*\*\*\* affected because they couldn't teach maths?' or 'How was \*\*\*\* affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer it. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

- **What should we do to put things right?**

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

- **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situation and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

#### Steps to follow after the incident

1. If you have had to have a restorative conversation with a child, this needs to be recorded on CPOMS.
2. A letter, email or phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

## Appendix 4

<p>Response to behaviour:</p> <p><b><u>Home School Agreement</u></b></p> <p>The <b>School</b> will:</p> <ul style="list-style-type: none"> <li>• Work to fulfil the Spring Hill vision</li> <li>• Encourage children to <b>do their best at all times</b></li> <li>• Encourage children to take care of their surroundings and others around them</li> <li>• Let parents know about any concerns or problems that affect their child's work or behaviour</li> <li>• Send home progress reports</li> <li>• Set and monitor homework</li> <li>• Arrange parents' evenings in the autumn and spring terms during which progress will be discussed</li> <li>• Keep parents informed about school activities through regular letters and notices about special events</li> <li>• Encourage children to develop a growth mindset and develop effective learning behaviour</li> <li>• Celebrate 'over and above' behaviour by sharing this with families</li> </ul> <p>Signed _____</p> <p>(Headteacher)</p> <p>Review Date September 2025</p>	<p>The Family will:</p> <ul style="list-style-type: none"> <li>• Make sure our child is punctual, correctly dressed wearing school uniform and adhere to the school policy regarding hairstyles and earrings</li> <li>• Support the school's guidelines on discipline, homework, uniform, jewellery and medicines</li> <li>• Make sure the child attends regularly and provide telephone explanations on the first day of any absence/letter on pupils return to school</li> <li>• Let the school know of any concerns or problems that might affect the child's work or behaviour</li> <li>• Support the school in guiding the child to follow the <b>'Ready Respect Safe'</b> rules</li> <li>• Support the child in homework and other opportunities for home learning</li> <li>• Attend parents' evenings and discussions about the child's progress</li> <li>• Inform the school if our child is not allowed to be photographed/filmed for any reason or published on the school website/promotional material</li> <li>• Get to know about the child's life at school</li> <li>• Support the school in developing Mindfulness</li> <li>• Support the school in developing a growth mindset</li> <li>• Support the school in their quest to develop Language and Literacy skills</li> </ul> <p>Signed _____</p> <p>(Parent/Guardian)</p> <p>Review Date September 2025</p>	<p>As a pupil I shall try to:</p> <ul style="list-style-type: none"> <li>• Follow the school rules <b>'Ready Respect Safe'</b></li> <li>• Always be polite and well mannered</li> <li>• Demonstrate excellent learning behaviours</li> <li>• To understand and respect everyone is <b>order to RAISE</b></li> <li>• Learn to be a good communicator by following our learning partner guidelines</li> </ul> <p>Signed _____ (Child)</p> <p>Date _____</p> <p>Review Date September 2025</p>
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