

Hopping Hill Primary School



Behaviour and Belonging Policy

Person responsible for the policy	<i>Jo Fantarrow</i>
Date approved	<i>July 2026</i>
Approved by	<i>Full Governing Body</i>
Review date	<i>July 2027</i>

Legal Framework

This policy is underpinned by the most recent legislation and statutory guidance relating to behaviour, safeguarding and inclusion. It ensures that all approaches are lawful, proportionate and aligned with national expectations.

- Education Act 1996 and Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour in schools' (2022)
- DfE 'Mental health and behaviour in schools' (2018)
- DfE 'SEND Code of Practice 0–25' (2015)
- DfE 'Use of reasonable force' (latest guidance)
- Working Together to Safeguard Children (2026)
- DfE 'Keeping children safe in education' (latest version)
- DfE 'Suspension and Permanent Exclusion' (latest version)
- DfE 'Sexual violence and sexual harassment' (2021)
- Voyeurism (Offences) Act 2019

This framework ensures our approach is both therapeutically informed and fully compliant with safeguarding duties.

Linked Policies

This policy operates alongside:

- Home School Agreement
- Anti-Bullying Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Complaints Procedures Policy
- Online Safety Policy
- Inclusion Policy

Statement of Intent

At Hopping Hill Primary School, we believe that every child is entitled to feel safe, valued and experience a strong sense of belonging. Our Behaviour and Belonging Policy reflects our commitment to creating a calm, inclusive and relational school community where behaviour is explicitly taught, modelled and supported. We understand that behaviour is a form of communication and that children's actions may reflect their experiences, emotions or unmet needs. Our approach is rooted in Therapeutic Thinking and prioritises curiosity, consistency, regulation, reflection and repair.

Through strong relationships, clear expectations and a shared commitment to inclusion, we support pupils to develop the skills they need to learn, belong and thrive.

Behaviour Principles Statement

- o The Governing Body believes that all pupils and adults have the right to learn, work and belong in a safe, calm and respectful school community. These principles provide the formal framework for the Headteacher in determining and implementing the school's behaviour measures and underpin this Behaviour and Belonging Policy.
- o The Governing Body expects the school to maintain high expectations for behaviour, conduct and attendance, while ensuring that all responses are fair, proportionate, lawful and inclusive. Behaviour expectations should be clearly taught, consistently modelled and reinforced across the whole school community.
- o The school will promote dignity, equality, fairness and respect for all members of the school community. It will recognise pupils' individual needs, including SEND and social, emotional and mental health needs, and will make reasonable adjustments where appropriate so that pupils can access learning and participate fully in school life.
- o The Governing Body supports a relational and restorative approach to behaviour. Pupils should be supported to develop self-regulation, responsibility, respect for others and positive attitudes to learning. Responses to behaviour should focus on regulation, reflection, repair and future success, while protecting the safety, wellbeing and learning of all pupils.
- o Bullying, discrimination, harassment, violence, threatening behaviour and abuse are not tolerated. The school will respond to such behaviour promptly and consistently, in line with safeguarding duties and relevant school policies, while supporting pupils to understand impact, repair harm and make safer choices in the future.
- o Physical intervention or reasonable force will only be used where necessary, proportionate and lawful, and always as a last resort to prevent harm or maintain safety. Any such intervention will be recorded, reviewed and followed by appropriate support for the pupil and staff involved.

Roles and Responsibilities

Clear roles ensure behaviour is consistently taught, modelled and supported across the school. All stakeholders have a responsibility in maintaining a safe, calm and inclusive environment.

Governing Body

The Governing Body has overall responsibility for the Behaviour and Belonging Policy.

This includes:

- The monitoring and implementation of this policy and behaviour procedures across the school, including how effectively the policy addresses SEMH-related drivers of behaviour
- Ensuring that this policy does not discriminate on any grounds, including age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation
- Promoting a whole-school culture where calm, dignity and structure underpin all experiences
- Handling complaints relating to this policy, in line with the Complaints Procedures Policy

Headteacher

The Headteacher is responsible for the strategic and day-to-day implementation of this policy. This includes:

- Monitoring and implementing the policy and behaviour procedures across the school, including evaluation of SEMH-related behaviour drivers
- Establishing the standard of behaviour expected from pupils
- Determining school rules and any disciplinary responses where required
- Ensuring consistent day-to-day application of this policy
- Publishing and sharing the policy with staff, parents and pupils at least annually
- Reporting to the Governing Body on the impact and effectiveness of the policy

Behaviour Lead

The Behaviour Lead, who also holds the role of SENDCo and Inclusion Leader, is responsible for overseeing behaviour, SEND and SEMH provision. This includes:

- Supporting the implementation of behaviour systems and approaches across the school
- Supporting staff in assessing pupils' strengths and areas for development
- Advising on the effective use of resources, including SEND and pupil premium funding
- Providing staff with guidance on SEMH needs and links to behaviour
- Liaising with parents and external agencies, including specialist services
- Coordinating referrals for additional support where required
- Monitoring the impact of interventions on behaviour, learning and wellbeing
- Supporting transition between phases and settings

Teaching Staff

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties
- Planning and reviewing support in collaboration with parents, the Behaviour Lead and pupils
- Setting high expectations for all pupils
- Adapting teaching to remove barriers and support access to the full curriculum
- Taking responsibility for the progress and development of all pupils in their class
- Being aware of needs, outcomes and support for pupils with SEMH-related behaviour
- Keeping leaders informed of any changes or concerns, including Behaviour Lead and senior leaders

All Staff and Volunteers

All staff, including support staff and volunteers, are responsible for:

- Adhering to this policy and ensuring pupils do the same
- Promoting a safe, supportive and high-quality learning environment
- Modelling high standards of behaviour at all times

Pupils

Pupils are responsible for:

- Taking responsibility for their own behaviour in school and within the wider community
- Following the Behaviour Promise: *Be kind, be safe, be respectful and always try their best*
- Listening to and following adult guidance to support a calm and safe environment
- Reporting any concerns, worries or unacceptable behaviour to a trusted adult
- Reflecting on their behaviour when things go wrong, with support from adults, to understand what has happened and why
- Taking part in repairing any harm caused, for example through apologies, restorative actions or acts of kindness
- Working towards making positive choices in the future and learning from mistakes

Parents and Carers

Parents and carers are responsible for:

- Supporting their child's behaviour both inside and outside school
- Reinforcing the school's Behaviour Promise and core values
- Working in partnership with the school to ensure consistency of expectations and support
- Supporting their child in understanding and following school routines and expectations
- Informing the school of any changes or circumstances that may impact their child's behaviour, wellbeing or emotional needs
- Supporting their child to reflect on behaviour when things go wrong, helping them to understand the impact of their actions
- Encouraging their child to take responsibility and engage in repairing relationships, in line with the school's restorative approach

Our Behaviour Approach

At the heart of our approach is the belief that *"you can't teach a child to behave better by making them feel worse."* This underpins our focus on support, understanding and positive change.

- Behaviour is learned and can be explicitly taught
- Relationships are central to positive behaviour and learning
- Children must feel safe, secure and supported in order to learn and thrive
- Consistency across the school builds trust, predictability and a strong sense of belonging
- Positive behaviour is actively recognised and reinforced to encourage repetition and build confidence
- Our approach is rooted in therapeutic thinking, where adults respond with curiosity, empathy and support rather than blame
- Responses focus on regulation, reflection and repair rather than punishment

Valued and Unvalued Behaviour

At Hopping Hill Primary School, we recognise that all behaviour is a form of communication. We use the terms valued behaviour and unvalued behaviour to support a positive, non-judgemental and therapeutic approach.

Valued behaviour refers to behaviours that reflect our Behaviour Promise and core values. These are behaviours that support learning, build positive relationships and contribute to a safe, respectful and inclusive environment. Examples include kindness, respect, effort, cooperation and making positive choices.

Unvalued behaviour refers to behaviours that do not meet these expectations or make it more difficult for pupils or others to feel safe, learn effectively or maintain positive relationships. Rather than labelling the child, we focus on the behaviour itself and seek to understand the underlying need or communication. When unvalued behaviour occurs, this is often linked to dysregulation or a child's experiences, values and beliefs. We respond by supporting pupils to regulate, understand their behaviour and develop the skills they need. Through this approach, we explicitly teach and model our core values, enabling pupils to make positive and informed choices over time.

Understanding Behaviour

Our role is to consider what pupils may be communicating through their behaviour and to plan support with curiosity, consistency and care.

Where pupils experience ongoing patterns of unvalued behaviour, staff work collaboratively with the SENDCo, Behaviour Lead or Phase Leaders to develop a deeper understanding of need. This includes identifying patterns, triggers and underlying factors that may be influencing behaviour.

A range of approaches may be used to support this, including the Therapeutic Thinking Profiling Tool, ABC analysis, ongoing observation, Safety and Support Plans, visual timetables, task boards, structured routines, achievement charts and Respect and Reflection Charts. These approaches support staff to identify possible underlying causes, recognise patterns and plan appropriate support and adjustments.

Behaviour and Belonging Curriculum

Our Behaviour and Belonging Curriculum sets out a planned, taught and inclusive approach to developing positive behaviour across the whole school community. It recognises that behaviour is learned, shaped through relationships and best supported through clear expectations, consistent routines and a strong sense of belonging. Behaviour is explicitly modelled and taught by all adults, both within dedicated teaching and across the wider curriculum, ensuring that expectations are consistently reinforced in all subjects and contexts. This includes planned opportunities through lessons, routines and assemblies, where key messages, values and behaviours are revisited, practised and embedded over time.

The Behaviour Curriculum has been carefully planned so that pupils develop the knowledge, understanding and habits needed to succeed both in school and beyond.

Through this curriculum, pupils learn and practise key behaviour skills such as readiness to learn, respectful communication, safe movement around school and positive participation in the wider community. These skills are revisited over time to ensure clarity, consistency and fairness for all.

Above all, relationships are central to our approach. By prioritising connection, mutual respect and a shared sense of belonging, we create a calm, inclusive environment where every child is supported to thrive.

Zones of Regulation

As part of our Behaviour and Belonging Curriculum, pupils are taught to understand and talk about their emotions using the Zones of Regulation. This provides a shared language for pupils and adults to recognise different emotional states and identify strategies that support regulation. Children learn that all feelings are valid, while also developing tools to manage their responses, seek help when needed and return to learning when they are ready.

The Green Zone is linked to being 'ready to learn', helping pupils to recognise when they feel calm, focused and able to engage successfully. Where pupils are not in the Green Zone, adults support them towards

regulation through appropriate strategies, relationships and routines, rather than expecting them to manage this independently.

Behaviour Promise

At the heart of this curriculum is our Behaviour Promise, which is deliberately short, clear and consistently used from Nursery to Year 6. This ensures that expectations are easy to understand, remember and apply in all contexts. It provides a shared language for children, staff and families and supports consistency across all areas of school life.

- Be kind
- Be safe
- Be respectful
- Always try our best

Core Values

Our Behaviour Promise is underpinned by our core values of Respect, Integrity, Kindness, Inclusion, Teamwork and Ambition. Together, these values act as a shared moral code, guiding how we think, behave and treat others within our school community and beyond. They shape how we learn, how we interact and how we contribute to a culture of belonging.

This approach goes beyond simply setting rules or expectations. It supports pupils to understand how behaviour is closely linked to wellbeing, relationships, learning and feeling safe, valued and included.

Our core values are explicitly taught through assemblies and woven throughout the wider curriculum, ensuring that pupils regularly revisit, explore and apply them in different contexts.

Each term, the school focuses on one core value, ensuring that it is consistently taught, modelled and reinforced. Pupils are recognised for demonstrating the focus value through a range of approaches, including the awarding of value stickers to celebrate positive choices and reinforce expectations.

Pupils are recognised for demonstrating these values in everyday behaviour, helping to make the values visible and meaningful across the school.

Positive Relationships

Positive relationships between adults and pupils are central to our Behaviour and Belonging approach. We recognise that strong, trusting relationships provide the foundation from which children feel safe, understood and able to learn, regulate and make positive behaviour choices.

Staff prioritise building meaningful relationships in order to understand each child as an individual, including their strengths, needs, interests and experiences. This relational approach supports early identification of need and enables adults to respond with empathy, consistency and care.

Adults actively build positive relationships through everyday interactions. This may include:

- Welcoming pupils warmly as they enter the classroom
- Ensuring pupils feel seen, valued and understood
- Clearly communicating expectations so pupils feel safe and secure
- Creating a calm, inclusive environment where all pupils feel respected
- Showing genuine interest in pupils' interests, strengths and experiences
- Engaging positively with pupils beyond the classroom, including during playtimes and lunchtimes
- Using positive, supportive language to guide pupils towards successful choices

Within the classroom, adults explicitly teach and model respectful behaviour, helping pupils to understand how their actions impact others. This includes:

- Recognising and reinforcing positive interactions and respectful behaviour
- Modelling kindness, respect and appropriate communication at all times
- Teaching pupils how to treat others with fairness and respect
- Providing opportunities to rehearse and practise social situations where needed

- Supporting pupils to understand the importance of manners, gratitude and consideration for others

Through this relational approach, the school promotes a calm and supportive environment where positive mental health and wellbeing are prioritised, and where pupils are supported to develop resilience, self-regulation and a strong sense of belonging.

The Classroom Environment

We recognise that a well-organised, predictable and supportive environment plays a key role in promoting positive behaviour and preventing dysregulation.

Classroom environments are carefully structured to support pupils' attention, engagement and emotional safety. Adults use their professional judgement to organise spaces in a way that supports all learners. This may include:

- Thoughtful seating arrangements that enable support, minimise distraction and promote positive engagement
- Ensuring all pupils are visible and can engage fully with teaching and learning
- Maintaining clear sight lines to enable effective supervision and support
- Positioning themselves strategically to monitor and respond to pupils' needs
- Gaining pupils' full attention before giving instructions and ensuring tasks are clearly explained

Consistent routines are established to support predictability and reduce anxiety. Clear signals are used to gain attention and support smooth transitions, helping pupils feel secure and ready to learn.

All classrooms provide access to **quiet regulation spaces**, either within the classroom or nearby, where pupils can go to regulate with adult guidance when needed. These spaces are used as a supportive strategy to help pupils feel calm and ready to return to learning.

In addition, each class has access to appropriate regulation resources, which are carefully selected to support focus and emotional regulation without becoming a distraction. Pupils are taught how and when to use these resources effectively.

To ensure consistency and effectiveness, pupils are not expected to bring their own regulation resources from home unless this has been agreed with the school. This helps ensure that resources used in school are appropriate, purposeful and support learning for all.

Promoting Valued Behaviour

Valued behaviour is promoted through a consistent whole-school approach that celebrates effort, reinforces expectations and strengthens a sense of belonging.

Meaningful praise supports pupils to feel valued, builds confidence and encourages the repetition of positive behaviours.

While recognition from adults is important, we also promote opportunities for **peer recognition**, helping to create a positive, supportive and inclusive environment where pupils value and celebrate one another's contributions.

When giving praise, adults ensure that it is:

- Specific and clearly linked to the behaviour or effort being recognised
- Timely, so that pupils can make clear connections between their actions and the recognition
- Varied in its delivery to maintain meaning and authenticity
- Focused on effort, progress and positive choices, rather than outcomes alone
- Supportive of resilience, independence and a growth mindset

Praise is always genuine, meaningful and respectful. It is never used in a way that diminishes the pupil or is followed by immediate criticism, ensuring that recognition remains motivating and builds positive relationships.

Pupils are also encouraged to recognise and celebrate the valued behaviours of others. This may include acknowledging when peers demonstrate the Behaviour Promise or school values, and sharing this with

adults. This approach helps to build a strong, respectful community where positive behaviour is noticed, valued and reinforced by all.

Class Dojo

Class Dojo is used as our primary communication platform, supporting strong relationships between home and school. It enables staff to share learning, achievements and key moments through updates, videos and photographs, helping parents to feel connected to their child's day.

Class Dojo is also used to reward valued behaviour. Pupils are awarded Dojos for demonstrating our Behaviour Promise, living out our school values and making positive choices. When a Dojo is awarded, parents receive a notification explaining the reason for recognition, strengthening the partnership between school and home.

As pupils reach milestones in their Dojo totals, they are recognised through stickers/certificates awarded in class and celebration assemblies. This provides a long-term sense of achievement and motivation.

When children do something particularly commendable, they will be awarded a WOW sticker and three Dojos in recognition of their valued behaviour, effort or positive contribution.

Any member of staff can award Dojos, ensuring that positive behaviour is recognised consistently across the whole school.

Whole Class Achievements

Alongside individual behaviour recognition, whole-class valued behaviour is reinforced through systems such as 'Class of the Week'.

Classes can earn tokens for demonstrating valued behaviours across the school day. Tokens may be awarded by any member of staff for:

- Lining up sensibly
- Walking around school in a calm and silent line
- Whole-class engagement in learning
- Respectful behaviour during lunchtime
- Efficient tidying up and packing away

Each week the class with the most token earns a privilege such as an additional playtime. This approach promotes collective responsibility, strengthens routines and celebrates positive learning behaviours.

Individual Dojo points contribute to a collective class total, reinforcing a shared sense of responsibility and teamwork. As classes reach milestones, pupils earn additional rewards to enjoy together, such as extra playtime, non-uniform days, dance sessions or a tea party. This approach strengthens a sense of belonging, celebrating collective success and encouraging pupils to work together in demonstrating positive behaviour and living out the school's values.

Celebrating Achievement

Celebration assemblies are an important part of how we recognise valued behaviour, personal achievement and progress across the school. Each week, pupils are celebrated for the effort they have shown, the progress they have made and the positive choices they have demonstrated in their learning, relationships and wider school life.

Each class teacher chooses a Star of the Week. This is awarded to a pupil who has impressed staff through personal achievement, progress, effort, resilience, kindness or by demonstrating the school's Behaviour Promise and core values. The pupil receives a certificate in celebration assembly and is recognised by the school community. Classes may also provide special privileges or responsibilities for the Star of the Week, helping pupils to feel valued and proud of their achievement.

A pupil from each class is also chosen to attend the Headteacher's Tea Party. Their invitation is handed to them during celebration assembly, making this recognition visible and meaningful. This is linked to pupils

modelling our school values and provides an additional opportunity to celebrate children who contribute positively to our school community.

The Regulate → Relate → Reason → Repair Model

Our approach to behaviour is rooted in therapeutic thinking and follows a consistent and structured model. This model supports adults in responding to behaviour in a way that prioritises emotional safety, strong relationships and long-term learning.

Regulate – Adults first help the pupil to feel calm and safe. This may involve giving space, reducing demands, using a calm tone and supporting the child to manage their emotions before any further interaction.

Relate – Once the pupil is calm, adults focus on reconnecting and building a positive relationship. This may involve showing empathy, listening and helping the child to feel understood and supported.

Reason – When appropriate, adults support the pupil to reflect on what has happened. This includes helping the child to understand the impact of their behaviour and what they could do differently next time.

Repair – Finally, pupils are supported to repair any harm caused. This may include an apology, an act of kindness or another appropriate action to rebuild relationships and restore trust.

Responding to Unvalued Behaviour in the Classroom

We respond to unvalued behaviour in a calm, consistent and therapeutic way. Our focus is on helping pupils to regulate, understand and improve their behaviour, while maintaining dignity and relationships. When behaviour does not meet expectations, staff respond using a stepped and supportive approach:

1. Gentle Reminder and Redirection

A quiet, private verbal reminder is given wherever possible to maintain dignity and reduce escalation. Adults use positive, specific language to guide behaviour, ensuring pupils understand what is expected of them. Pupils are given the opportunity to respond and make a positive choice.

2. Make Better Choices

If behaviour continues, pupils are given a clear reminder using consistent language such as *“You need to make a better choice.”* Adults explicitly support pupils to understand what this looks like and encourage quick re-engagement with learning.

3. Time and Support to Regulate

Where needed, pupils are supported to regulate before further expectations are placed. This may include:

- o Having a drink of water
- o Taking a short movement or sensory break
- o Accessing regulation resources
- o Spending time in a quiet regulation space
- o Support from a trusted adult

4. Think and Reflect

If behaviour continues, pupils are supported to pause and reflect using consistent language such as *“I need you to think about your choices.”* Adults guide pupils to consider what has happened and what they need to do next, supporting meaningful reflection.

5. Adjustment Within the Classroom

Where appropriate, adults may adapt the environment to support the pupil and the learning of others. This may include working in a different space or accessing a quieter area. This is a supportive strategy to promote regulation and focus.

6. Additional Support Beyond the Classroom

If further support is required, pupils may work in another classroom or with a member of staff. This is used to support regulation, maintain learning and reduce disruption, not as a punitive measure. Parents/carers may be informed where appropriate.

Restoring Learning

Where a pupil has not engaged appropriately with learning, they may be asked to complete lost learning time, which may take place during playtime. This ensures that learning remains a priority and supports pupils in meeting expectations. This time may also be used, where appropriate, to facilitate reflection and repair conversations.

Reflection and Repair

In addition to in-the-moment restorative practice, pupils may take part in structured reflection time where this is needed to support both behaviour and learning.

Reflection time may also take place during breaktime, where adults lead a restorative conversation. During this time, pupils are supported to reflect on their behaviour, consider its impact and think carefully about how they will repair any harm caused.

Outcomes from reflection are recorded on a repair slip. This is returned to the class teacher, who will follow up and support the repair process as appropriate. This may include actions such as writing a card, offering a genuine apology or carrying out an act of kindness.

Where appropriate, and particularly for older pupils who are able to do so, a self-reflection sheet may be used to support deeper thinking and understanding during reflection time.

We recognise that the most effective restorative conversations often happen in the moment. This approach is prioritised, particularly in EYFS and Key Stage 1, where immediate support is developmentally appropriate.

Where pupils miss playtime for restorative work or to complete lost learning, opportunities for movement breaks will be provided where possible to support regulation and wellbeing.

Behaviours Requiring Immediate Response

At Hopping Hill Primary School, there are some behaviours that require an immediate response from senior leaders in order to ensure the safety and wellbeing of all pupils.

These include but are not limited to:

- spitting
- physical fighting or aggression (including intimidation)
- swearing
- vandalism
- bullying – both in school and online
- racism
- homophobic abuse
- persistent defiance and disruption

Recording and Reviewing Unvalued Behaviour

Unvalued behaviour is recorded by teachers so that patterns can be identified and support can be planned appropriately. Records are reviewed by Phase Leaders and the Senior Leadership Team to ensure that responses remain consistent, proportionate and focused on helping pupils to regulate, reflect and make positive changes.

Where patterns are identified, staff will consider what additional support, strategies or resources may help the pupil to improve. This may include the use of achievement charts to motivate individual pupils, recognise progress and celebrate small steps towards agreed goals. For older pupils, Respect and

Reflection Charts may be used to support deeper reflection on behaviour, helping pupils discuss patterns, impact and next steps with their class teacher, Phase Leader or a member of the Senior Leadership Team. Where there are repeated patterns of unvalued behaviour, parents and carers will be invited into school to discuss the concerns, consider what the behaviour may be communicating and agree actions to support the child moving forward. These meetings may involve the class teacher, Phase Leader or a member of the Senior Leadership Team, depending on the level of need and support required.

If further support is required, the school will work in partnership with external professionals where appropriate, including Educational Psychology, behaviour support services, health professionals or other specialist agencies. A coordinated approach, such as a Family Help Conversation (FHC), may be used to ensure effective support.

Physical Intervention and Reasonable Force

At Hopping Hill Primary School, we prioritise de-escalation, regulation and relational approaches at all times. Physical intervention is only ever used as a last resort, when it is necessary to prevent harm to a pupil or others, or to prevent serious damage to property. It is never used as a punishment.

Staff will always use their professional judgement, taking into account the individual needs, context and level of risk within the situation.

All staff will attempt to use de-escalation strategies before considering any form of physical intervention.

De-escalation Strategies

- Maintaining a calm presence and using a measured, low tone of voice
- Using clear, simple and direct language
- Avoiding confrontation or defensive responses
- Allowing personal space and ensuring pupils are not blocked from safely moving away
- Using open, non-threatening body language
- Offering reassurance and clear, achievable outcomes
- Identifying points of agreement to support connection
- Providing a “face-saving” way for the pupil to re-engage
- Using positive phrasing to guide behaviour (e.g. “When you are back in your seat, I can help you”)

Use of Reasonable Force

Key Principles

- Physical intervention is always a last resort
- It is used to keep people safe, not to punish
- The least restrictive option is always used
- Pupils’ dignity and wellbeing remain central
- Incidents are used as an opportunity to improve understanding and support

Seclusion

In rare situations, seclusion may also be necessary as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation and there is an immediate risk of harm to themselves or others. Seclusion is not used as a punishment or disciplinary response. It involves keeping a pupil in a safe place away from others and preventing them from leaving only for as long as is necessary to reduce the immediate risk. The pupil will be supervised at all times, treated with dignity and allowed to leave as soon as the risk has reduced. Any use of seclusion will be recorded and reported in line with statutory requirements and school procedures.

Physical Intervention

In some situations, physical intervention may be necessary to prevent immediate risk of harm, including:

- Injury to the pupil or others
- Serious disruption that poses a safety risk
- Damage to property that could cause harm

Where reasonable force is used:

- It will be proportionate, necessary and used for the shortest time possible
- It will take account of the pupil's age, stage of development, SEND and any known vulnerabilities
- Staff will continue to communicate calmly with the pupil throughout

Where possible, another adult will be present to support or witness the incident.

Where possible, physical intervention will be carried out by staff who are appropriately trained and authorised. However, in an emergency situation where there is an immediate risk of harm, any member of staff may use reasonable force to prevent injury or ensure safety. In all cases, force must be necessary, proportionate and used for the shortest time possible.

After an Incident

Following any incident involving physical intervention, seclusion or restraint, the school will ensure that the pupil and staff involved are supported, that the incident is reviewed, and that recording and reporting duties are completed promptly and accurately. Incidents will be recorded as soon as practicable after the event and staff should endeavour to complete the written record no later than the same day.

- The pupil will be supported to regulate, relate, reflect and repair in line with the school's approach, including access to medical assessment or treatment where required
- Parents/carers will be informed in writing as soon as practicable after any significant incident involving the use of force, and the school will endeavour to do this no later than the same day, unless doing so would be likely to result in serious harm to the pupil
- A written record will be completed for each significant use of force and for each incident of seclusion or restraint, including where the intervention has been agreed as part of a pupil's Safety and Support Plan
- The record will include, as a minimum: the names of the pupil and staff directly involved; the time, date, location and approximate duration of the intervention; any relevant needs or circumstances, including SEND status or known vulnerabilities; what led up to the incident, including known or possible triggers; preventative and de-escalation strategies used; why the intervention was assessed as necessary; the type and degree of force used, where relevant; any injuries or adverse impact; and any post-incident support provided
- Where seclusion or non-force restraint has been used, the record will also make clear how the pupil was supervised, how their dignity and safety were maintained, and when and how the immediate risk reduced so that the intervention could end
- Incidents will be reviewed by leaders to identify patterns, triggers, staff training needs, equality implications and any changes required to support plans, provision or practice

Where appropriate, additional support may be implemented, including developing a Safety and Support Plan and Risk Assessment, further work with parents/carers or external professionals, and additional support for any pupil or member of staff affected by the incident.

Searching, Screening and Confiscation

- In line with DfE guidance, the Headteacher and authorised staff may search a pupil if they have reasonable grounds to suspect that the pupil has a prohibited or unsafe item.

- Only staff who are authorised and appropriately trained will conduct a search. They will always follow legal guidance, consider the pupil's safety, dignity and wellbeing, and conduct any search in a calm, respectful and private manner.
- At Hopping Hill Primary School, searches may only be carried out by the Head Teacher, Deputy Head Teacher or Assistant Head Teachers. All searches are conducted in line with DfE Searching, Screening and Confiscation Guidance.
- In accordance with DfE guidance, staff may search for a range of prohibited items where there are reasonable grounds to do so. These include items such as weapons, alcohol, illegal substances, stolen items, tobacco or vapes, fireworks and pornographic images. Staff may also search for any item which they reasonably suspect could be used to cause harm, commit an offence or damage property. In addition, the school reserves the right to search for items that are banned under school rules where this is necessary to maintain safety and good order.
- The Designated Safeguarding Lead (DSL), or a Deputy DSL, will oversee all searches to ensure that they are carried out safely and appropriately. The DSL will ensure that the search is proportionate, support the pupil before, during and after the search where required, and decide whether any further safeguarding action is necessary. All searches are recorded appropriately, and the DSL is informed of every search, even where no item is found.
- Searches are carried out by authorised staff only and, wherever possible, another adult will be present. Searches are conducted calmly, privately and respectfully, maintaining the pupil's dignity at all times. Pupils may be asked to empty pockets or bags or remove outer clothing such as a coat. Staff will never conduct a strip search.
- Searches will normally be carried out by a member of staff of the same sex as the pupil. However, where this is not reasonably practicable and there is a risk of harm in delaying the search, a member of staff of the opposite sex may carry out the search. The DSL will be informed immediately in such cases.
- In the rare event that police involvement is required, the DSL will be informed immediately and will attend to support the pupil. The DSL will act as the child's advocate to ensure that the pupil's welfare, dignity and voice are prioritised. Police must follow safeguarding procedures, including providing an appropriate adult. School staff will not take part in any police strip search. Parents will be informed as soon as it is safe and appropriate to do so, unless there is a safeguarding reason to delay contact.
- If a prohibited or unsafe item is found, staff may confiscate it in order to keep everyone safe. Illegal or dangerous items may be passed to the police or to parents as appropriate. Confiscated items will be stored securely until a decision is made regarding their return or disposal.
- Parents and carers will be informed of any search as soon as it is appropriate and safe to do so, unless there is a safeguarding reason that requires a delay in communication.
- Pupils are supported to understand that searches are carried out to keep everyone safe. Staff will explain what is happening, ensure that pupils feel supported and provide an opportunity for them to speak to a trusted adult if they feel worried or unsure.

Suspension and Exclusion

Our approach remains rooted in inclusion, understanding and support, even when serious behaviour decisions are required.

Suspension and permanent exclusion are **only used as a last resort**, when all appropriate strategies, support and interventions have been explored, and where it is necessary to ensure the safety, wellbeing and education of all pupils.

However, there are some behaviours that cannot be safely managed within the school environment and may result in suspension or, in the most serious cases, permanent exclusion. These may include, but are not limited to:

- Physical aggression or violence towards pupils or adults
- Serious verbal abuse, including threats or intimidation
- Bullying, including discriminatory behaviour such as racism, sexism, homophobia or any form of prejudice or harassment
- Bringing prohibited or dangerous items into school
- Deliberate actions that place others at risk of harm
- Persistent patterns of unvalued behaviour that significantly impact the safety, learning or wellbeing of others

Decisions regarding suspension or exclusion are made by the Headteacher or, in their absence, a delegated senior leader acting with the authority of the Headteacher. All decisions are made in line with statutory guidance and take into account the individual circumstances of the pupil, any underlying needs, and the safety of the wider school community.

Where a suspension has been issued, the school will work in partnership with pupils and their families to support a successful reintegration. This may include opportunities for reflection and repair, review of support strategies and, where appropriate, the implementation or review of a Safety and Support Plan. Further information can be found in the school's Suspension and Exclusion Policy.