



## Potley Hill Primary School

### Behaviour and Relationships Policy

*\*This policy should be read in conjunction with the Anti-bullying, Inclusion and Equality policies*

**July 2026**

We value each individual child as a unique and developing person, recognising that every child's social and emotional development unfolds at a different pace. Working in close partnership with parents, carers, the community and external professionals, we provide rich, diverse experiences within a safe, nurturing environment where all pupils and families feel a strong sense of belonging. Through this approach, we support children to become confident, resilient, life-long learners and compassionate, respectful members of their community and the wider world.

At the heart of our approach is the understanding that relationships are the key to children feeling safe, valued and ready to learn. Consistent with the THRIVE Approach, we recognise that secure, attuned relationships enable children to regulate their emotions, develop self-awareness and engage positively with others. Staff demonstrate this through daily relational practice—acknowledging each child, showing genuine curiosity and care, and holding each child in mind as an individual. These small but significant interactions form the foundation of trust, safety and emotional security.

Strong, consistent relationships between staff and pupils are essential. Staff are expected to respond in ways that are fair, predictable and developmentally appropriate, while recognising that all behaviour is communication. When behaviour presents, it is understood as an expression of an underlying need, and staff are supported to respond with curiosity rather than judgement. Through attuning, validating and supporting regulation through a PACE Approach, adults help children to make sense of their feelings and experiences, enabling them to move forward in their social and emotional development. Where challenges arise, staff are expected to seek support and reflect on practice to ensure that relational approaches remain consistent and effective.

This policy has been developed in line with the THRIVE Approach to provide clear guidance for staff in promoting positive behaviour and emotional wellbeing across the school. It supports a whole-school, trauma-informed and developmentally informed approach, ensuring consistency for pupils, parents and staff. This includes Emotion Coaching, PACE (Playfulness, Acceptance, Curiosity and Empathy) and Vital Relational Functions Approach (Attune, Validate, Contain and Regulate).

While a shared approach is essential, we recognise that children may need support at different developmental stages. Therefore, responses may be adapted to meet individual social, emotional and learning needs, with personalised strategies informed by THRIVE assessments and professional collaboration. Further guidance on this can be found in the appendices and through discussion with the Senior Leadership Team.

## **Expectations**

It is important to have high expectations for our children while recognising all children have individual needs. The following values and rules cover all times of the school day and where children are representing the school out of hours or off-site:

| <b>Our School Values are:</b>                                                                    | <b>Our School Rules are:</b>                                                                                 |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <i><b>Respect<br/>Resilience<br/>Kindness<br/>Creativity<br/>Teamwork<br/>Responsibility</b></i> | <i><b>Move calmly<br/>Listen carefully<br/>Speak politely<br/>Stay safe<br/>Be honest<br/>Act kindly</b></i> |

These expectations are reinforced through assemblies and interaction with children, there will also be a display in each class showing them all. It is everyone's responsibility to support children where these values and rules are not met but equally to comment positively when they are, with the ability to reward with a Potley Point where applicable.

## **What do we do to teach and promote positive managements of behaviour?**

### **In the classroom and through assemblies**

Staff should ensure good routines for their classroom and for when their children are moving around the school as a class. Good routines should also be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Cloakroom useage
- Daily check-ins to ensure each child is ready to learn
- **School Curriculum** – children have regular lessons which include discussions about strategies to deal with different situations and ways to help regulate emotions. This is taught through the PSHE scheme of work, (my Happy Mind), and supported through the RE curriculum together with information derived from THRIVE assessments.
- **Whole School Awareness days/weeks:** Specific focus weeks are used to raise awareness of how to make a difference to the difference within our community.
- **Whole School and Class Assemblies:** There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: the Potley Hill rules, values and vision, British Values together with other themes, e.g. racism, disability, awareness, religious festivals, national themes including Safer Internet Day, Kindness Week, etc.

### ***Reward System***

We believe that celebrating values and belonging is a way to support building strong relationships with adults and peers. Recognition systems celebrate values, effort and belonging, rather than controlling behaviour.

- **Potley Points** – All pupils throughout the school can be given a 'Potley Point' by any member of staff for demonstrating a School Value or following a School Rule. Starting at 50 points they will receive a certificate (Appendix A) which is awarded to them in celebration assembly;  
**50 Potley Points – Bronze Certificate**  
**100 Potley Points – Silver Certificate**  
**200 Potley Points – Gold Certificate**

**300 Potley Points – Platinum Certificate (this is also accompanied by a day on which the pupil can come to school wearing mufti)**

- In addition to this, every child is a member of a 'team'. During the week, when children are awarded Potley Points these contribute to the overall 'Team' score and Team Captains add the earned points to the whole school total and the winning team is announced in Celebration Assemblies each Friday.
- **Class Rewards** - Across the school, each class is given the opportunity to earn a 'Class Reward' and this is through their class specific 'Treat Track.' The 'Treat Track' is specific to each class and the teacher can present it in whatever visual way works for their class, but it must be visible to the whole class and contain 30 individual steps to a class reward. This reward is negotiated with the class, e.g. Class quizzes, extra drama, circle time, art, games, sports, stories etc.
- **Star of the Day** - Each day, class teachers choose one pupil to receive a 'Star of the Day' sticker for following the School Values and Rules and the teacher explains why that child has been chosen.
- **Star of the Week** - Each week, class teachers choose one pupil from their class to receive a 'Well Done' in front of the rest of the school in the Friday Celebration assembly. The reason for being chosen is linked to one or more of the School Values and Rules or producing an excellent piece of work. and the teacher explains why that child has been chosen and the child is presented with a 'Star of the Week' sticker. The name of the pupil is included in the weekly bulletin to parents, and children are invited as a group to the Headteacher's Office to share learning which they are proud of and for a celebration.
- **Termly Headteacher Awards** - Children who consistently show exemplary practice in specific aspects of school life may be awarded a Termly Headteacher Award, (similar to the Star of the Week but for the whole term).
- **Termly Individual Trophies** for which pupils can get nominated for various areas of school life are as follows;
  - Barret Trophy for Progress*
  - Kauffman Cup for Citizenship*
  - Bailey Cup for Reasoning*
  - Fletcher Cup for boys writing*
  - Fletcher Cup for girls Maths*
  - Rodellington Cup for 100%ers*
  - Clarke Cup for the environment*
  - Wilson Cup for kindness*
- **Termly STEP badge** – this stands for 'sorry, thank you, excuse me and please'. These will be awarded at the end of each term for one pupil in each year group.

**What do we do if a child is showing inappropriate behaviour?**

Any behaviour falling below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention.

Our universal approach is our Thrive Approach including includes Emotion Coaching, PACE (Playfulness, Acceptance, Curiosity and Empathy) and Vital Relational Functions Approach (Attune, Validate, Contain and Regulate).

In line with this, Teachers will also give a reminder of our school values and rules and support the child to understand and meet their needs in a more successful way

If the behaviours continue then one of the following responses will be actioned:

## ALWAYS LEAD WITH EMPATHY AND THEN FOCUS ON REPAIR

| Verbal reminder from staff member                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Caution – I need you to stop because... (structured explanation)                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Natural Consequence<br>(Conversation with the staff member at break/lunch)                                                                                                                                                                                                                                                                                                                                                           | Logical Consequence<br>(Conversation with the staff member at break/lunch)                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>What has happened as a result of your actions?</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>-Equipment has been broken, you cannot use it anymore</li> <li>-You have fallen and hurt yourself</li> <li>-Your friends will not want to play with you</li> <li>-Your friend might use unkind hands/feet towards you</li> </ul>                                                                                            | <p>What do we need to do?</p> <p>How can you put it right?</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>-You will have to get off the equipment/you cannot use it. Offer an alternative.</li> <li>-The learning will have to be made up in your time</li> <li>-Try it again (e.g. walking through the school)</li> <li>-Repairing the relationship with friend/staff member</li> <li>-You will need to remain with an adult for X amount of time</li> </ul> |
| Protective Consequence                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>What needs to change?</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>-Strategic adaptations to provision which could be either individual, class, year group or whole school</li> <li>-Updates to personalised risk assessments</li> <li>-Discussion about areas not being able to be used, share the new boundaries. Staff member to facilitate this</li> <li>-Discussion about safe choices, safe space, etc</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Whatever the response that has been applied, it is important that the staff member who has put this in place has a restorative conversation with the child regarding their behaviours in line with this example, e.g. What happened? How are you feeling? How can we make it right? What can we do next time? These conversations will take place in a way that the individual child can access such as puppets, ear shooting ideas or visual representation.

| Red<br>(emphasis on the adult role)                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Amber                                                                                                                                                                                                                                       | Green                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>Typically SEND children with IBMPs/EHCPs/Significant personalised provision. Standard behaviour systems are not applicable or appropriate.</p> <p>It is likely that staff will action protective consequences initially to safeguard the child and others around them. This will be followed by adjustments to risk assessments and provision. Key message is that we empathise with the emotion, but the behaviour is not ok, e.g. "let's deal with it this way next time" (active teaching)</p> | <p>Children low level behaviours are persistent and repeated despite numerous restorative conversations.</p> <p>Further personalisation/scaffolding may be required, e.g. social stories why we should not mimic other children/adults.</p> | <p>Children are able to respond successfully to restorative conversation and behaviour changes are visible/evident.</p> |

Where a child is regularly escalating and receiving additional adult support, (as highlighted above), the teacher should add a behaviour incident to CPOMs, which will be viewed by SLT.

In addition to this, if any pupil behaviours escalate to the child being removed from class, this should be logged on CPOMs as a 'Behaviour Incident.'

### **Major ongoing or serious issues**

In all cases where the behaviour is a significant cause for concern, all incidents will be recorded on CPOMs and parents being informed. This allows appropriate support and/or reparation to be planned for. Any victim or perpetrator is recorded in our tracking system in order for us to identify children having difficulties or becoming regular victims.

A CPOMs record should be completed by the person initially dealing with the incident, usually the class teacher, including major incidents that occur during breaktimes.

Staff (teachers and LSAs) should aim to deal with the incident and the reparations and **only** escalate this to the senior leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support should be sought from another member of staff. (Further guidance about this can be found in our Extreme Behaviour Protocol in Appendix B). The incident should then be recorded on CPOMs.

### **General Responses to incidents**

Children have to have the opportunity to repair and reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate.

| Behaviour                                                          | Natural consequence                                                                                                                                            | Logical consequence                                                                                                                                                               | Protective consequence                                                                                                                                                                                                             |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I hurt someone verbally or physically                              | The person I hurt may not be ready to spend time with me.<br><br>Feelings of guilt, shame and disappointment                                                   | The adults may support a repair for me and the other person in my playtime/ free time.                                                                                            | If I continue to hurt, I may need to miss a set amount of breaktimes whilst my adults teach me more appropriate coping strategies. I will then be given a chance to practise those skills by being allowed back out with my peers. |
| I refused to engage in learning                                    | I will not have learnt the information to understand the next part of the learning.<br><br>Feelings of guilt, shame and disappointment                         | I may have to complete my learning in my own time.                                                                                                                                | N/A                                                                                                                                                                                                                                |
| I threw/damaged resources                                          | I will not be able to use those resources as they may be broken or lost.<br><br>Feelings of guilt, shame and disappointment                                    | I may have to tidy/ fix or repair the environment in my own time.                                                                                                                 | Some resources may have to be removed from the classroom to keep everyone safe.<br><br>I may miss out on certain lessons if there is an issue around safety.                                                                       |
| I am constantly interrupting and stopping the others from learning | The other children and adults in the class may become frustrated with me and relationships may be ruptured.<br><br>Feelings of guilt, shame and disappointment | I may be encouraged to use pro-active strategies to support my need for connection. I may need to practice using these in my own time.                                            | I may have to do my learning in a different space to what I am used to. During this time my adults will work on a more pro-active plan to help me and protect the learning                                                         |
| I leave class                                                      | I will not have learnt the information to understand the next part of the learning.<br><br>Feelings of guilt, shame and disappointment                         | I may have to complete missed learning in my own time. I may need to have supportive conversations with staff to problem solve some pro-active solutions for me to stay in class. | I may not be able to sit where I normally like to. I may need an adult next to me during certain times. In extreme circumstances I may need to work in a different room to keep me safe.                                           |

We believe that consistent, attuned adult responses support children to feel safe and learn new ways of managing difficulty.

### **Concerns with a child's behaviour**

As a general principle where a class teacher has ongoing concerns about a child's behaviour they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMs and this will be discussed at the weekly Designated Safeguarding Lead meeting.

If particular behaviours of a child are causing concern, it will be in the best interests of the child to put in place some additional scaffolding to help provide some tailored guidelines to ensure they are supported to conform to expectations within school. The details of this would be recorded in a Consistent Approach Plan (Appendix C) and this can be set-up in conjunction with the SENCO and would form part of a support plan which would be created with parents and regularly reviewed.

### **Break and Lunchtime Behaviour**

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:

- Indoor quiet zone with a friend (with the agreement of teacher)
- Play Leaders in the playground
- Lunchtime staff
- A rota of a variety of activities on the playground, including Adventure Playground, football, drawing/sketching, play equipment, etc.
- SLT member on duty
- Courtyards (in use for specific children)

If there are ongoing concerns about the behaviour of a child at dinner time the lunchtime supervisors seek support from the SLT member on duty in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children. Any immediate and significant concerns about a child must be brought to the attention the SLT member on duty.

***Lunchtime staff are able to award Potley Points to pupils for living School Values or following the School Rules.***

### **End of play/dinner**

- Single whistle is blown – children stand still and are quiet
- After a short period, a second whistle is blown and children walk calmly inside
- Staff to ensure children move calmly when entering the doors/cloakrooms

### **Monitoring**

To ensure the involvement of all members of the school community in this policy:

- Any ongoing behaviour issues will be logged on CPOMs and discussed at Senior Leadership Team meetings.
- Regular meetings will be held with Lunchtime Supervisors
- The school will conduct an annual pupil questionnaire. The results will be analysed and used to inform future amendments to policy and/or practice.
- Any alleged bullying incidents will be monitored and discussed by the Senior Leadership Team alongside behaviour.
- The Headteacher will regularly report to the Governors about behaviour.
- A copy of this policy will be kept in the staff handbook and on the shared drive. Parents will have access to this policy via the school website.

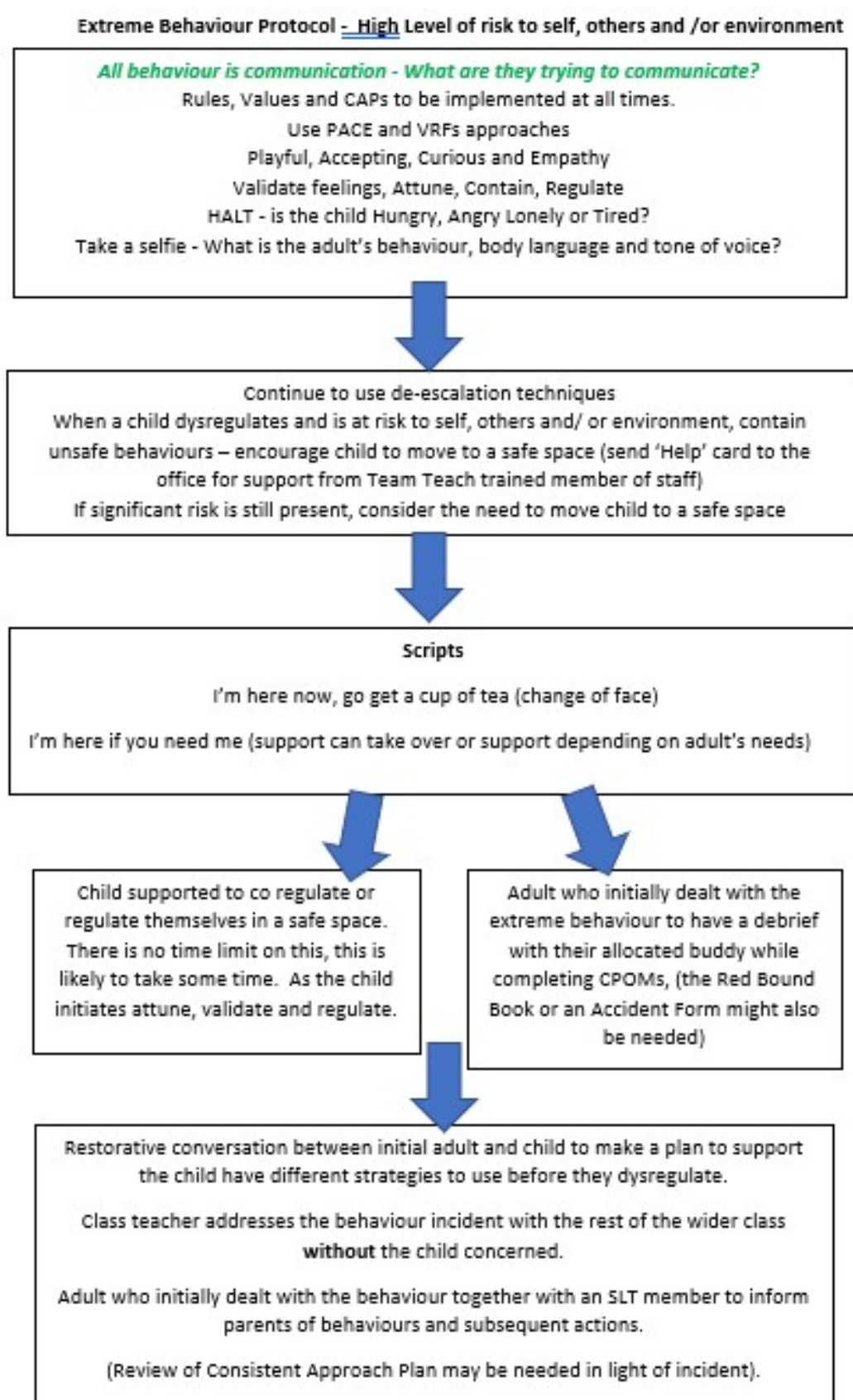
Presented to staff and governors: July 2026 and to be implemented from September 2026  
To be reviewed: July 2027

- Appendix A: Potley Points Certificates
- Appendix B: Extreme Behaviour Protocol
- Appendix C: Consistent Approach Plan
- Appendix D: Roles and Responsibilities within the Pastoral Support Package
- Appendix E: Minor and Major incidents list
- Appendix F: Use of Suspensions
- Appendix G: Use of reasonable force and screening pupils
- Appendix H: Governors' statement
- Appendix I: The power to discipline beyond the school gate
- Appendix J: Pupil allegations against staff
- Appendix K: Specific circumstances - School trips/visits/swimming/PE

#### Appendix A: Potley Points Certificates

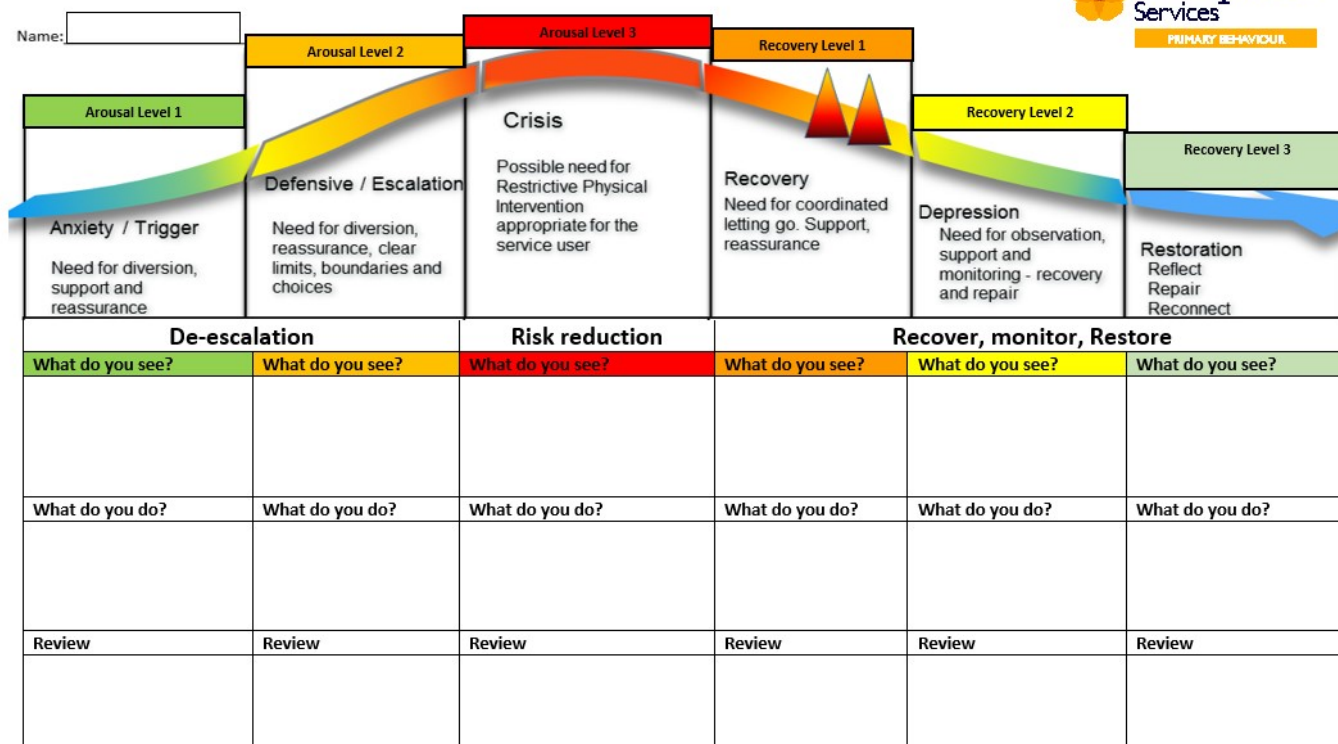


## Appendix B: Extreme Behaviour Protocol



## Appendix C: Consistent Approach Plan

Behaviour Map



## Appendix D: Roles and Responsibilities within the Pastoral Support Package

Mrs Natalie Wallace (Acting Headteacher/Safeguarding/Behaviour)

Mrs Antje Neville (Safeguarding Governor)

Mrs Elaine Morris (Assistant Headteacher & SENCo/ Thrive Practitioner)

Mr Paul Hannington ( Strategic Lead of Therapeutic Classroom)

Miss Eirian Freeman ( Class Teacher of Therapeutic Classroom)

Miss Price (Behaviour Support Worker)

Ms Sally-anne Ward (Family Support Worker)

Mrs Debbie Horton (Emotional Literacy Support Assistant)

Mrs Natalie Wetherill (Nurture support)

Mrs Wilson (Drawing and Talking)

All Staff are trained in TEAM Teach, Emotion Coaching and the THRIVE Approach

Ms Ward is available to help with a variety of mentoring or family support. Parents can make an appointment to discuss any concerns they have with their child or wider family issues.

## Key roles and responsibilities:

|                        | <b>Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All staff              | <ul style="list-style-type: none"> <li>• All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.</li> <li>• Model the behaviour we want to promote through our relationships with children, parents and all members of staff.</li> <li>• Build positive relationships with all our pupils</li> <li>• Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)</li> <li>• Make adaptations to support children with particular learning, social and behavioural difficulties</li> <li>• Understand that every behaviour is a communication, and take time to explore why a child is behaving in a certain way</li> <li>• Allow children to make a fresh start each lesson</li> <li>• Following our Relational Approach</li> </ul>                                                                                                                                                                                                      |
|                        | <b>Specific Roles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Teachers               | <ul style="list-style-type: none"> <li>• Teachers carry out daily check-ins with pupils</li> <li>• They should use my Happy Mind regularly to explore issues and give opportunities to discuss feelings.</li> <li>• Teachers should be observant of pupils' play patterns and relationships – note children who appear isolated or unhappy and find out why.</li> <li>• Use PSHE and Thrive Approach to teach skills and strategies to deal with negative feelings</li> <li>• Ensure parents are contacted when: <ul style="list-style-type: none"> <li>- a child is having ongoing issues</li> <li>- there has been a 'one off issue significant issue'</li> </ul> </li> <li>• Ensure lessons are appropriately pitched and scaffolded so that all children can access the learning</li> <li>• They should look for every opportunity to praise and highlight pupils' achievements both academic and social.</li> </ul>                                                                                                                                                                                                           |
| Senior Leadership Team | <ul style="list-style-type: none"> <li>• The Senior Leadership Team are responsible for taking a lead in establishing and maintaining a positive school ethos, whilst ensuring the policy is implemented effectively</li> <li>• They are responsible for supporting staff in the practical application of this policy and procedures and offering advice.</li> <li>• They should be aware of challenges children are facing throughout the school.</li> <li>• They should maintain an overview of attendance and punctuality and respond to any concerns teachers may have.</li> <li>• They should ensure behaviour concerns are reported using CPOMs by teachers and LSAs, and that parents have been contacted where necessary.</li> <li>• They should support teachers with referrals to external agencies to gain further advice to meet the specific needs of pupils</li> <li>• They should use assemblies to raise awareness of emotional health and wellbeing and ways to promote good mental health.</li> <li>• Induction support for all new staff should be provided together with providing ongoing training</li> </ul> |
| Parents/Carers         | <ul style="list-style-type: none"> <li>• Inform the school of any concerns (Class teacher, Family Support Worker or Senior Leadership Team).</li> <li>• Have an open dialogue with the school.</li> <li>• Provide support for the school when working together to minimise any challenging behaviour</li> <li>• Ensure children attend school in good health, punctually and daily (this involves taking holidays outside term time whenever possible).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|           |                                                                                                                                                                                                                                       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <ul style="list-style-type: none"> <li>• Provide prompt explanation of all absences</li> </ul>                                                                                                                                        |
| Governors | <ul style="list-style-type: none"> <li>• Setting down these general guidelines on policy and of reviewing the effectiveness of this.</li> <li>• Duty to consider parents' representations about a suspension or exclusion.</li> </ul> |

In addition to the roles and responsibilities above together with the strategies outlined in the reward system of the Behaviour Policy, the following approaches below might also be used to support pupils in meeting the behaviour expectations within school.

| Approach                            | What this looks like                                                                                                                                                                                                 | Purpose                                                                                                                        |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| In class amended provision          | Quality First Teaching adapted for individual learning needs Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places or other activities specific to the child. | To help children remain regulated for them to access learning.                                                                 |
| LSA support                         | In class support<br>Transition support from activities/ break etc<br>Small 1 to 1 or focus groups<br>Daily / regular check ins<br>Targeted support in the playground                                                 | Provide overall support for children's mental health and emotional needs to reduce anxiety                                     |
| Personalised Plan                   | Short term targets for pupils to address a specific learning or behavioural need. These are review three times a year.                                                                                               | These are plans specially for children on the SEND Register and should only be used following discussion with the SENCo.       |
| Family Support Worker               | Ms Ward will work closely with families to support parenting and working alongside the school.                                                                                                                       | To work together to provide the best care for all the children and support their needs.                                        |
| Nurture Group                       | Twice weekly sessions with LSA in group setting. Targeted activities linked to needs of group.                                                                                                                       | To address SEMH needs and build up children's skills.                                                                          |
| ELSA                                | 1 to 1 working with ELSA. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.                                                                             | Support child in developing approaches to managing these feelings.                                                             |
| Consistent Approach Plan            | Formal written support plan written by class teacher/ key adult / parents and SENCo                                                                                                                                  | Identifies the needs for the child and the actions needing to be taken by school to support the regulation of their behaviour. |
| School Dog                          | Small group or 1:1 support provided by a dog and the trained practitioner                                                                                                                                            | Support pupils to process their feelings more effectively, therefore regulating more effectively                               |
| Play Therapy                        | 1:1 Work with a play therapist for a specific period of time to explore specific issues that are impacting the child                                                                                                 | Support pupils to process their feelings more effectively, therefore regulating more effectively                               |
| External Support and or assessments | A range of support:<br>Primary Behaviour Service (PBS)<br>School Nursing Team<br>CAMHS<br>Educational Psychologist (EPs)<br>Mustard Seed<br>Online parenting support                                                 | To provide a range of assessments and support for more complex needs – including individual assessment and family support.     |

## **Appendix E: Minor and Major incidents list**

### Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Not paying attention
- Not having PE kit (letter to go home to parents if persistent)
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers
- Eating in class
- Low level rough play
- Phones

### Major incidents might include:

- \*Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist / gender comments
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Fighting
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. knives
- Ongoing multiple issue in a day

*\*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation. These incidents are recorded on CPOMs and categorised as racial/prejudicial language in an overview. Parents are always notified when these incidents occur.*

## Appendix F: Use of suspension

Suspension are used at the discretion of the Headteacher and they are the only person who is able to suspend a pupil from school. A suspension might occur only in the rare instances where a child is not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others or if the child has behaved in a way deemed as particularly extreme, such as being violent towards another pupil or member of staff, or has used foul or abusive language towards any member of staff. The school follows the, the 'Revised Exclusions Guidance for Hampshire Schools' document (September 2023), which is based on the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' guidance published by the DfE in September 2023.

Parents have the right to make representations about any suspension decisions to the governing body and further details are shared with these specific parents during the process.

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## Appendix G: Use of reasonable force and Screening pupils

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to de-escalate the situation and avoid having to resort to any physical contact in terms of managing behaviour. Early help from a member of SLT is vital in supporting a difficult situation.

A separate, comprehensive policy, 'Restrictive Physical Intervention' outlines our procedures in more detail. This is available via the school website.

### Screening and searching pupils

Taken from the *Searching, screening and Confiscation Advice for Schools (July 2022)*, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

**'The general power to discipline'** and the **'Power to search without consent'**

At Potley Hill, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any items banned by the school such as chewing gum, energy drinks or sweets. This list is periodically reviewed and adjusted and it is the decision of the Headteacher as to which items are banned at any point in time.

The legislation sets out what must be done with prohibited items found as a result of a search.

## Appendix H: Governors' statement:

As required by the guidance from the Department for Education on “**Behaviour and discipline in schools - Guidance for governing bodies**”, the following is a statement of general principles in ‘*determining measures to promote good behaviour and discipline amongst pupils*’ DFE, p2

The **Governing Body at Potley Hill Primary School** believe that children behave well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effect support for pupils with difficulties.

In addition we ask school to provide clear guidance for their staff on:

- a. Screening and searching pupils for items which are banned
  - b. The power to use reasonable force or make other physical contact;
  - c. The power to discipline beyond the school gate;
  - d. Pastoral care for school staff accused of misconduct; and
  - e. When a multi -agency assessment should be considered for pupils who display continuous disruptive behaviour.
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## Appendix I: The power to discipline beyond the school gate

**As a school we will respond to concerns regarding children's behaviour outside of school which could:**

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

Pupils, Parents and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident and other agencies involved when required.

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## Appendix J: Pupil allegations against staff

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in the school very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Please see the Low Level Concerns Policy)

Where the allegation is determined to be **false** or **malicious** – additional support is offered for the pupil, family and member of staff and advice may be sought from the local authority as to the best course of action moving forward, including relevant consequence for the pupil.

Depending on the nature and severity of the allegation a course of action will take place to ensure the continued effective provision of learning and relationships between the child and the staff and school.

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## Appendix K: Specific circumstances - School trips/visits/swimming/PE:

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.