

Behaviour Policy



Every Child, Every Moment, Empowered to Achieve.

Reviewed and updated March 2026

Reviewed and updated September 2026

Next review September 2027

Contents

1	Aims	3
2	Application	3
3	Definitions	4
4	Responsibility for this Policy	4
5	Promoting high expectations of good behaviour	6
6	Special educational needs and/or disability	7
7	Safeguarding	8
8	Responding to misbehaviour	9
9	Minor breaches	10
10	Serious breaches or recurrent misbehaviour	10
11	Suspected criminal behaviour	11
12	Removal from the classroom	12
13	Use of restrictive interventions	13
13 B	Searching, screening and confiscation	14
14	Intervention, support and reintegration	18
15	Record keeping	19
16	Publication availability and feedback	20
17	Version control	20

Appendices

Appendix 1	Off-site directions and managed moves	21
Appendix 2	Investigation of incidents	23
Appendix 3	Rewards and Sanctions	25
Appendix 4	Regulatory framework	29
Appendix 5	Other relevant policies	31

1 Aims

1.1 This is the behaviour policy of Heron Park Primary Academy

1.2 Heron Park Primary Academy is part of Aurora Academies Trust

1.3 The aims of this Policy are as follows:

- 1.3.1 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;
- 1.3.2 to actively promote and safeguard the welfare of pupils at the Academy and to protect all who come into contact with the Academy from harm;
- 1.3.3 to ensure, so far as possible, that every pupil in the Academy is able to benefit from and make their full contribution to the life of the Academy, consistent always with the needs of the Academy's community;
- 1.3.4 to set out a clear and fair process for the proper investigations of reports of misbehaviour;
- 1.3.5 to encourage pupils to accept responsibility for their behaviour;
- 1.3.6 to consider how negative behaviours can be prevented or prevented from recurring;
- 1.3.7 to enable staff to respond to incidents of misbehaviour promptly, fairly, predictably and with confidence;
- 1.3.8 to set out the sanctions available to the Academy in the event of pupil misbehaviour;
- 1.3.9 to help promote a whole school culture of safety, equality, inclusion and protection.

At Heron Park, we are committed to the success of every child—**Every Child, Every Moment, Enabling Excellence**. Our vision is to empower children to reach their full potential and strive for excellence in all they do.

Guided by our school motto—**"We care, we play, we grow and always try our best"**—pupils are nurtured in an environment that values kindness, curiosity, and ambition.

We foster a love of learning by creating engaging, supportive spaces where children feel inspired to explore, question, and grow. Through high-quality teaching and a culture of encouragement, we help every child become confident, capable, and ready to thrive in an ever-evolving world.

To achieve our vision, we will:

- provide a safe and caring environment where the children are part of a nurturing community.
- provide a setting which promotes a healthy lifestyle where children can make informed choices/decisions.
- provide an environment where pupils know the characteristics of good citizenship and model the values which enable them to become positive role models within our community.
- provide an exciting curriculum which actively encourages curiosity and enjoyment.
- enable children to understand the importance of future technology and opportunities to enhance their lives beyond the primary school curriculum.
- provide the skills our children need to be life-long learners.

Values				
Respect	Curiosity	Independence	Resilience	Aspiration
				
Allowing others to learn without distraction. Listening to others without interrupting. Using kind words and kind actions.	Face challenges in a positive way. Ask questions to really understand. Look forward to new learning.	Be ready to learn. Have a go. Reflect on feedback, make changes.	Believe in yourself. Take risks, make mistakes. Never give up.	Think big, dream big. Try new things. Aim to beat your best.

- 1.4 This Policy forms part of the Academy's whole school approach to promoting pupil safeguarding and well-being, which seeks to involve everyone at the Academy to ensure that the best interests of pupils is at the heart of all decisions, systems, processes and policies. Where circumstances arise that endanger the safety of a pupil or staff member, the Academy will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

2 Application

- 2.1 This Policy applies to the whole school including the Early Years Foundation Stage.
- 2.2 This Policy applies to all pupils at the school and at all times when a pupil is:
- 2.2.1 a registered pupil at the school (including where the pupil is off-site for whatever reason);
 - 2.2.2 in or at the Academy (to include any period of remote education);
 - 2.2.3 representing the school or wearing school uniform;
 - 2.2.4 travelling to or from the school;
 - 2.2.5 on School organised trips;
 - 2.2.6 associated with the school at any time.
- 2.3 This Policy also applies to pupils at all times and places including out of school hours and off the school premises if failing to apply this Policy may:
- 2.3.1 affect the health, safety or well-being of a member of the School's community (including the pupil) or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Definitions

3.1 Where the following words or phrases are used in this Policy:

3.1.1 The Behaviour Policy is referred to as **this Policy**;

3.1.2 **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian);

3.1.3 **EHC Plan** means an Education, Health and Care Plan;

3.1.4 **School days** mean any day on which there is a school session to which attendance is required;

3.1.5 **DSL** means the school's Designated Safeguarding Lead. References to DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable;

3.1.6 **SEN** means special educational needs;

3.1.7 **Alternative Provision** means education arranged by the school for pupils to be educated off-site on a temporary basis; and pupils being directed to off-site provision to improve their behaviour.

3.1.8 **KCSIE** means the statutory guidance Keeping Children Safe in Education 2025

4 Responsibility for this Policy

4.1 Heron Park Primary Academy has overall responsibility for all matters which are the subject of this Policy.

4.2 The school will comply with its duties under the Children and Families Act 2014, the Equality Act 2010 and the specific requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the school is required to have due regard to the need to:

4.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

4.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

4.2.3 foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

4.3 School leaders will:

4.3.1 Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

4.3.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

4.3.3 Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;

- 4.3.4 Consider any appropriate training which is required for staff to meet their duties and functions within this Policy;
- 4.3.5 Ensure staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour;
- 4.3.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and well-being.
- 4.4 School staff will:
- 4.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
- 4.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships as set out in this Policy, so pupils can see examples of good habits and are confident to ask for help when needed;
- 4.4.3 challenge pupils to meet the school's expectations and maintain boundaries of acceptable conduct;
- 4.4.4 communicate expectations, routines, values and standards explicitly through teaching behaviour and in every interaction with pupils;
- 4.4.5 the impact of their own behaviour on school culture and how they can uphold the principles set out in this Policy in addition to those set out in the staff code of conduct.
- 4.5 The school will be responsible for providing suitable training to all staff on all matters related to this Policy. The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 4.5.1 how staff can support pupils in meeting high standards of behaviour;
- 4.5.2 how staff can help to ensure that this Policy is applied in a way that is consistent, fair, proportionate and predictable;
- 4.5.3 where applicable to reflect the need of particular pupils.
- 4.6 The level and frequency of training depend on the role of the individual member of staff. The Academy maintains written records of all staff training.
- 4.7 To achieve full and effective implementation of this Policy, the school has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	the Headteacher	As required, and at least termly
Monitoring the implementation of the Policy	the Headteacher	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider	Headteacher and SLT	As required, ideally termly

Task	Allocated to	When / frequency of review
improvements to the Academy's processes under the Policy		
Maintaining up to date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	Headteacher and SLT	As required, and at least termly
Formal annual review	Headteacher and Local Academy Board	Annually
Overall responsibility for content and implementation	Headteacher and Local Academy Board	As a minimum annually

5 Promoting high expectations of good behaviour

- 5.1 It is everyone's responsibility to promote good behaviour, and this includes the Aurora Academies Trust central team, staff, parents and pupils at the Heron Park Primary Academy.
- 5.2 Pupils are educated about good behaviour through the operation of the school's curriculum, PSHE, relationships education / relationships and sex education programmes and the school's pastoral support systems. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). This will also include induction to the school's systems and routines on joining the Academy and re-induction after removal from the classroom, time spent at off-site provision or in Alternative Provision and following suspension.
- 5.3 Pupils are expected to treat each other and staff with respect and meet the behaviour expectations set out in this Policy.
- 5.4 Parents are expected to work in partnership with the school/Academy over matters of behaviour. The school will help parents understand what is expected of pupils and why maintaining good behaviour is important to pupils' well-being and attainment. Parents will normally be informed as soon as reasonably practicable of any reports that their child / young person may have breached this Policy.
- 5.5 The school understands that rewards can be more effective than sanctions in the promotion of good behaviour. **Appendix 3** sets out how the Academy will reward good behaviour.

The school's ethos in relation to behaviour is underpinned by **Therapeutic Thinking**.

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial feelings of everyone within a setting. It is based on the principle that:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

All adults and children at Heron Park have a role to play in ensuring the highest standards of behaviour across the academy. We recognise and celebrate prosocial behaviours demonstrated each day. Unsocial or anti-social behaviours are never ignored and will always be addressed by members of staff using key elements of the therapeutic approach. This means that we will work with the pupil to establish what led to the behaviour. We then employ restorative strategies to help pupils to develop prosocial behaviour, recognising what went wrong, how the situation can be resolved and strategies to ensure that it does not happen again.

We expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability. Our high expectations of behaviour apply both inside and outside of the classroom to keep the whole school community safe and allow all children the right to learn.

We expect our pupils to demonstrate our rules through these prosocial behaviours:

Respect for Self and Others

- Using kind words and actions
 - Listening when others are speaking
 - Taking turns and sharing
 - Respecting personal space
 - Accepting differences and including everyone
-

Respect for the School Environment

- Taking care of school property and resources
- Keeping the classroom and playground tidy
- Using equipment safely and responsibly
- Walking calmly inside the school building

Positive Learning Attitudes

- Trying your best, even when things are hard
 - Asking for help when needed
 - Staying focused and on task
 - Being curious and enthusiastic about learning
 - Celebrating your own and others' achievements
-

Positive Social Behaviour

- Cooperating with others in group work and play
 - Apologising when mistakes are made
 - Helping others without being asked
 - Using polite manners (please, thank you, excuse me)
 - Following adult instructions the first time
-

Emotional Regulation and Safety

- Using strategies to manage emotions (e.g., breathing, talking to an adult)
- Staying calm in challenging situations
- Reporting problems or unsafe behaviour to an adult
- Being honest and taking responsibility for actions

By demonstrating the prosocial behaviours above, our children will successfully follow our four school rules:

- Be kind
- Be polite
- Be safe
- Be ready for learning

- 5.6 The school's behaviour curriculum will teach how to achieve the ethos of the school in relation to behaviour and it will be embedded throughout the school day to create an environment where good conduct is more likely, and instances of poor conduct are reduced or non-existent.

6 Special educational needs and/or disability

- 6.1 The Headteacher and Aurora Academies Trust will comply with their statutory duties in relation to SEN and disability and the Equality Act 2010 when making decisions in line with this Policy. This includes having regard to the SEND Code of Practice.
- 6.2 If staff have a concern that a pupil's behaviour may be as a result of unmet educational or other need, staff will seek the advice of the Headteacher and/or SENCO and further action in accordance with the school's Special educational needs and disability policy will be considered.
- 6.3 Where the school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, SEN and disabilities or a pupil with an EHC plan, it should consider what additional support may be required. If the pupil is on the SEN register or has an EHC Plan the school should assess the suitability of provision. Where a pupil has an EHC plan, the school should consider requesting an early annual review or emergency review of the pupil's EHC Plan.
- 6.4 The school recognises that where challenging behaviour is related to a pupil's SEN or disability, use of positive discipline and reward methods may be more effective in improving their behaviour.
- 6.5 The school will be mindful that not all pupils requiring behavioural support will have identified special educational needs or a disability.
- 6.6 This Policy will be adjusted where it is necessary to do so by reason of the pupil's SEN and disabilities and the school will consider the issue of reasonable adjustments, including when deciding:
- 6.6.1 how to communicate this Policy and ensure understanding of the expectations in relation to behaviour;
 - 6.6.2 what support a pupil may require to meet the behaviour expectations in this Policy;
 - 6.6.3 how the behaviour expectations will apply;
 - 6.6.4 how an investigation will be conducted;
 - 6.6.5 whether a sanction / other action under this Policy is appropriate;
 - 6.6.6 if a sanction is appropriate, which sanction may be appropriate.
- 6.7 Where a suspension or permanent exclusion is being considered, the school will ensure that a pupil with SEN and / or disability is able to present their case fully.

7 Safeguarding

- 7.1 The school will take into account their safeguarding duties, **KCSIE** and follow the procedures set out in the school's Safeguarding and child protection policy.
- 7.2 Safeguarding issues can manifest themselves via child-on-child abuse such as:
- 7.2.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
 - 7.2.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

- 7.2.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 7.2.4 causing somebody to engage in sexual activity without consent;
 - 7.2.5 upskirting and / or attempts to commit upskirting;
 - 7.2.6 consensual and non-consensual sharing nudes and semi-nudes and or videos (also known as sexting or youth produced sexual imagery);
 - 7.2.7 initiation/hazing-type violence or rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element) and
- 7.3 Child-on-child abuse can occur both inside and outside of the school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 7.4 The Academy will adopt a zero-tolerance approach to abuse to prevent harm to pupils.
- 7.5 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.6 When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL as the most appropriate person to advise on the school's response.
- 8 Responding to misbehaviour**
- 8.1 Reporting concerns is encouraged at the earliest opportunity.
- 8.2 The school adopts a culture of openness and transparency. All concerns will be taken seriously including scenarios where potential breaches of discipline appear minor.
- 8.3 When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this Policy. Staff will also respond in a fair and proportionate manner so pupils know with certainty that behaviour falling short of this Policy will always be addressed.
- 8.4 The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to prevent further behaviour issues arising.
- 8.5 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 8.6 Where appropriate, staff should consider contributing factors that are identified after a behaviour incident has occurred, for example if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEN and disabilities (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges outside of school.
- 8.7 The school will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be the case, school staff will follow the school's Safeguarding and child protection policy and speak to the DSL.

- 8.8 The school will give consideration to any risks posed to the welfare of pupils and staff when deciding whether to impose sanctions for a breach of this Policy.
- 8.9 All decisions in relation to sanctions will be made on the school's premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of Heron Park Primary Academy.
- 8.10 Any sanction imposed on a pupil will be legal, fair and proportionate.
- 8.11 In relation to pupils with SEN and disabilities whose needs may affect behaviour, the school will consider the pupil's SEN and disabilities when implementing this Policy in relation to their behaviour and will make reasonable adjustments.
- 8.12 Where a pupil is a looked after child, the school will inform the local authority of sanctions in the same way as it would with Parents and take account of other relevant considerations prior to imposing the sanction.

9 Minor breaches

- 9.1 All reports of misbehaviour will be taken seriously no matter how minor. Reports of minor breaches of discipline are considered by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see [Appendix 3](#) for details of possible sanctions).
- 9.2 A minor breach of this Policy may be referred to a senior member of staff and external agencies prior to, during or following an informal investigation.

10 Serious breaches or recurrent misbehaviour

- 10.1 Reports of serious breaches or recurrent misbehaviour should be referred to the Headteacher.
- 10.2 The main categories of behaviour which are likely to be considered to be serious breaches include:
- 10.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school's policy on smoking, alcohol and the misuse of drugs and substances;
 - 10.2.2 all types of bullying and discriminatory conduct;
 - 10.2.3 actual or attempted theft, blackmail, intimidation, and other such conduct capable of amounting to a criminal offence including being an accessory or conspirator;
 - 10.2.4 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 10.2.5 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - 10.2.6 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 10.2.7 abuse in personal relationships between peers including intimate relationships;
 - 10.2.8 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;

- 10.2.9 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);
- 10.2.10 behaviour in contravention of the school's policies on the acceptable use of technologies or online safety;
- 10.2.11 supply or possession of pornography;
- 10.2.12 behaviour which may amount to a criminal offence, such as:
- 10.2.13 possession or use of firearms, knives or other weapons;
- 10.2.14 vandalism, defacement and / or destruction of school property;
- 10.2.15 recurrent instances of misbehaviour which are inconsistent with the school's ethos;
- 10.2.16 other misconduct which affects the safety or welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off the school's premises; and
- 10.2.17 other misconduct specifically provided for in the related policies listed in [Appendix 5](#).
- 10.3 The school will operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:
 - 10.3.1 in response to a serious breach and / or recurrent breaches of this Policy; and
 - 10.3.2 where allowing the pupil to remain at the school would seriously harm the education and / or welfare of the pupil and / or others such as the school's staff or pupils.
- 10.4 Reports of a serious breach or recurrent misbehaviour will be investigated in accordance with the procedures set out in [Appendix 2](#).
- 10.5 [Appendix 3](#) sets out a non-exhaustive list of possible sanctions which may be imposed for serious breaches and recurrent misbehaviour this Policy.
- 11 **Suspected criminal behaviour**
 - 11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the police.
 - 11.2 When dealing with behaviour that may amount to a criminal offence the Academy will consider whether the pupils involved have additional vulnerabilities including:
 - 11.2.1 Disability
 - 11.2.2 Special educational needs
 - 11.2.3 Neurodiversity including Autistic Spectrum Condition
 - 11.2.4 Mental health concerns
 - 11.2.5 Difficult personal circumstances outside of school
 - 11.2.6 Gang or Organised Crime Group associations
 - 11.2.7 Social isolation
 - 11.3 The DSL will liaise with the Headteacher to inform them of any issues relating to police investigations, including making them aware of the requirement to have an appropriate adult.

- 11.4 Where a report is made to the police in relation to a pupil registered at the school and regardless of who has made the report, the school will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the police, crown prosecution service or defence solicitors for use within criminal proceedings, with disclosure to other parties.
- 11.5 Depending on the individual circumstances of the case, and usually having liaised with the police, the school may decide to continue its investigation and/or impose sanctions.
- 11.6 The school will follow its Safeguarding and child protection policy and procedures.

12 Removal from the classroom

- 12.1 Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.
- 12.2 Removal from the classroom is considered to be a serious sanction and will only be imposed in response to a serious breach of this Policy. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- 12.3 The Headteacher will decide which members of staff can remove a pupil from the classroom and will communicate this clearly to Parents and staff at the school.
- 12.4 Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 12.5 Removal from the classroom will only happen for the following reasons:
- 12.5.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - 12.5.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
 - 12.5.3 to allow the pupil to regain calm in a safe space.
- 12.6 The school will notify parents about the removal of the pupil from the classroom on the same day.
- 12.7 The school's arrangements for removal from the classroom are: -
- Member of Staff Radios the Welfare Team for support.
 - The Welfare Team (or SLT, if unavailable) will attend to remove the pupil for the time that has been agreed with the Headteacher.
 - At an appropriate time, the member of staff will be able to share the behavioural strategies in the classroom that were attempted before the call for support, unless the behaviour is so extreme as to warrant immediate removal.
 - The pupil will be asked to work in an Office Space where they can be overseen by a member of the Welfare Team.
 - The Welfare Team, or a suitable member of staff, will provide reintegration when it is appropriate and safe for the pupil to do so.
- 12.8 The school will consider whether removal from the classroom is proportionate, and each case will be dealt with on its own individual facts. The Headteacher and staff will:

- 12.8.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;
 - 12.8.2 inform Parents of the removal from the classroom on the same day;
 - 12.8.3 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
 - 12.8.4 ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
 - 12.8.5 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker.
 - 12.8.6 If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
- 12.9 The school will provide a pupil who is removed from the classroom continuous meaningful education during any period of removal. Removal will be time-limited, and pupils will continue to be supervised by a member of staff.
- 12.10 The school will maintain overall strategic oversight of the use of removal from the classroom.
- 12.11 The school will collect, monitor and analyse the data on the removal of pupils from the classroom to interrogate its use and effectiveness.

13. Use of restrictive interventions¹ – General comments

- 1.1 All members of staff at the school have a legal power to use reasonable force² to prevent or stop a pupil from:
- 1.1.1 causing injury to themselves or others
 - 1.1.2 committing a criminal offence
 - 1.1.3 damaging property
 - 1.1.4 causing disorder among pupils at the school, whether during a teaching session or otherwise
- 1.2 This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or Parents accompanying students on an Academy organised visit.
- 1.3 Reasonable force can be used for two main purposes:
- 1.3.1 to control pupils; and / or
 - 1.3.2 to restrain them.

¹ **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

² **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

- 1.4 Reasonable force means using no more force than is needed.
- 1.5 Any use of reasonable force will be in accordance with the guidance **Restrictive interventions, including the use of reasonable force, in schools.**
- 1.6 The Academy does not require parental consent to use reasonable force.
- 1.7 Reasonable force will never be used as a sanction.
- 1.8 In deciding whether use of restrictive interventions is appropriate, staff should consider the following:
 - 1.8.1 Is it necessary?
 - 1.8.2 Is it proportionate?
 - 1.8.3 What is the impact on the pupil's welfare?
- 1.9 If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.
- 1.10 For the avoidance of doubt, the Academy will never use corporal punishment.
- 2 Use of restrictive interventions – Prevention and de-escalation strategies**
 - 2.1 Restrictive intervention is used only when necessary. We aim to minimise its use as much as possible, using both whole-school and individual approaches.
 - 2.2 Our whole-school approach includes:
 - 2.2.1 Consideration of how our school and classroom environment can support all pupils to achieve and thrive
 - 2.2.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds
 - 2.2.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation
 - 2.2.4 Development of working staff-pupil relationships and trust
 - 2.2.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning
 - 2.3 The individual approaches we use include:
 - 2.3.1 Working closely with parents/carers to support individual pupils
 - 2.3.2 Strategies to support individual pupils based on their identified needs, including:
 - (a) The development of behaviour support plans
 - (b) Strategies to help pupils calm down before their behaviour escalates
 - (c) Making 'reasonable adjustments' where a pupil has a disability, to help them participate in school life as fully as possible
 - 2.4 De-escalation when a situation arises – When a staff member is faced with a situation where a restrictive intervention may need to be used, they should consider using de-escalation techniques first, wherever possible. Techniques that could be used in these situations include:

- 2.4.1 Having open body language and being aware of a pupil's personal space
- 2.4.2 Taking a pupil away from an 'audience' – speaking to them on their own rather than in front of a group of other pupils or staff
- 2.4.3 Using empathy – asking the pupil to help you understand their feelings
- 2.4.4 Distraction techniques
- 2.4.5 Offering a calm space for the pupil to go to so they can self-regulate
- 2.4.6 Verbal warnings – calmly reminding the pupil of the consequences of their behaviour

3 Use of restrictive interventions – Recording and reporting arrangements

3.1 We have a legal duty to record and report all:

- 3.1.1 Significant incidents involving force³
- 3.1.2 Seclusion incidents⁴
- 3.1.3 Restraint incidents⁵

3.2 Recording incidents

- 3.2.1 The process for recording the incidents listed above is to log them on CPOMS, using the tag “reasonable force” or “seclusion/non-force restraint”, as appropriate.
- 3.2.2 Staff must record incidents in writing, as soon as possible after the event, and should endeavour to do this on the same day. Staff should do this even if the use of restrictive interventions is agreed as part of a pupil's behaviour support plan.
- 3.2.3 For **significant incidents involving force**, we will record:
 - (a) The names of the pupil and staff members directly involved
 - (b) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
 - (c) The time, date, location and approximate duration of the intervention
 - (d) A clear and brief description of what happened, including:
 - What led up to the incident

³ A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

⁴ **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a ‘holding’ room until they calm down is a form of seclusion.

⁵ **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

- Any known or potential triggers for the behaviour
 - Any preventative or de-escalation strategies used
 - The type and degree of reasonable force used
 - Details of any physical injuries sustained, if applicable
- (e) A brief explanation of why using force was assessed as necessary in that situation
- (f) Details of any support given after the incident, such as medical help or emotional support

For **seclusion incidents and restraint incidents**, we will record:

- (g) The names of the pupil and staff members directly involved
- (h) Any relevant needs or circumstances of the pupil, including whether they have an identified special educational need or disability, and their SEN status code
- (i) The time, date, location and approximate duration of the intervention
- (j) A brief explanation of why the intervention was assessed as necessary in that situation
- (k) Details of any physical injuries sustained, if applicable
- (l) Details of any support given after the incident, such as medical help or emotional support

3.2.4 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will record it in line with our procedure for recording significant incidents involving force. It does not need to be recorded twice.

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

3.3 Reporting incidents to parents/carers

3.3.1 When reporting an incident to parents/carers, we will take the following steps:

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

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

3.3.4 When we report **significant incidents involving force** to parents/carers, we will include the following details as a minimum:

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

3.3.5 When we report **seclusion incidents and restraint incidents** to parents/carers, we will provide parents/carers with the following details as a minimum:

- (a) The time, date, location and approximate duration of the intervention
- (b) A brief explanation of why the intervention was assessed as necessary in that situation
- (c) A short description of the type of intervention carried out (seclusion, or non-force restraint), including details
- (d) Details of any physical injuries sustained, if applicable

3.3.6 **Note:** if a seclusion or restraint incident also constitutes a significant incident involving force, we will report it in line with our procedure for reporting significant incidents involving force. It does not need to be reported twice.

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

3.4 Following up with parents/carers after an incident

It's best practice to invite parents/carers to have a follow-up discussion about the incident, where appropriate. Insert details of your process/approach, if applicable. For example, the discussion might include:

- 3.4.1 Any behavioural triggers or warning signs of an impending incident
- 3.4.2 Whether any agreed behaviour support plans were followed
- 3.4.3 What de-escalation strategies were used and how effective they were
- 3.4.4 What might be done differently in the future

3.5 Reporting incidents to the local authority

- 3.5.1 In cases where we have assessed that an incident needs to be reported to the local authority where the pupil ordinarily resides, this report will include all the information that we would normally share with the pupil's parents/carers, as well as the reasons why we thought it was unsafe to tell the pupil's parents/carers directly.
- 3.5.2 In cases where a pupil has parents/carers and is the subject of a care order under section 31 of the Children Act 1989 or is being accommodated under section 20 of the Children Act 1989, we will report the incident to the relevant local authority in addition to the parents/carers.

13 Searching, screening and confiscation

13.1 Academies (Heron Park Primary Academy) can impose reasonable and proportionate disciplinary measures. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

13.2 The school's policy on searching and confiscation has regard to the [Searching screening and confiscation guidance for schools](#), and [KSCIE](#).

13.3 Searching

13.4 Only the Headteacher or a member of staff authorised by the Headteacher, can carry out a search for specific items, or all items set out in this Policy.

- 13.5 The Headteacher can require and authorise a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a permanent member of the school staff. The Headteacher may not require a member of staff to undertake a search if they refuse.
- 13.6 A search can be considered if the authorised person has reasonable grounds for suspecting that the pupil is in possession of an item **prohibited by law** or any item identified in this Policy for which a search can be made, or if the pupil has agreed.
- 13.7 The authorised person should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.
- 13.8 Before any search takes place, the authorised person conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- 13.9 The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
- 13.10 If a pupil refuses to co-operate with the search, the authorised person should assess whether it is appropriate to use reasonable force to conduct the search. An authorised person can **only** use reasonable force to search for items that are **prohibited by law**. Reasonable force **cannot be** used to search for items are prohibited or restricted by the school (as set out in [Appendix 3](#)). The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 13.11 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 13.12 When exercising these powers, the school must consider the age and needs of pupils being searched or screened. This includes the individual needs of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability.
- 13.13 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher and DSL will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 13.14 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only if:
- 13.14.1 staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency; **and**
- 13.14.2 in the time available it is not reasonably practicable to summon another member of staff.
- 13.15 If a search is conducted without a witness, the authorised person should immediately report this to another member of staff and ensure a record of the search is kept.
- 13.16 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 13.17 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- 13.18 The DSL should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of an item **prohibited by law** as listed above.

- 13.19 **The school usually requires the pupil's agreement** to search a pupil and their possessions:
- 13.19.1 for any item which the school has prohibited or restricted in this Policy (for a list of prohibited and restricted items see [Appendix 3](#)); and
- 13.19.2 where there is no suspicion that a pupil has an item **prohibited by law** in their possession.
- 13.20 Under this Policy the school makes it a condition of having a locker or space that the pupil agrees to have these searched. If the pupil then withdraws their agreement to search, a search may be conducted both for the items prohibited by law and any items prohibited / restricted under this Policy without the pupil's agreement or cooperation.
- 13.21 In these circumstances, if the pupil refuses to co-operate, the authorised person(s) cannot use reasonable force to undertake the search.
- 13.22 The authorised person should ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to give informed consent. If a pupil does not agree to the search, the school will consider why this is. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with this Policy, ensuring that they are responding to misbehaviour consistently and fairly
- 13.23 If a search is necessary but not required urgently, the staff member will seek advice from the DSL or Headteacher.
- 13.24 The school will consider whether it may be necessary to inform parents of a search for an item prohibited / restricted by this Policy.
- 13.25 **The school does not require the pupil's agreement** to search a pupil and their possessions for any item where the school has reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession.
- 13.26 The following are items **prohibited by law**⁶:
- 13.26.1 knives or weapons, alcohol, illegal drugs and stolen items;
- 13.26.2 tobacco and cigarette papers, fireworks and pornographic images;
- 13.26.3 any article that a member of staff reasonably suspects has been, or is likely to be used:
- (a) to commit an offence; or
- (b) to cause personal injury to, or damage to the property of, any person (including the pupil).
- 13.27 The Headteacher and staff authorised by the Headteacher may use reasonable force to search a pupil's possessions where they have reasonable grounds for suspecting that a pupil has an item **prohibited by law** in their possession and the pupil refuses to co-operate with a search. The decision to use reasonable force should be made on a case-by-case basis. The authorised person should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 13.28 If it is believed that a pupil has an item **prohibited by law**, it may be appropriate for a member of staff to carry out:
- 13.28.1 search of outer clothing; and / or

⁶ Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951)

13.28.2 search of the school property (e.g. a pupil's locker or desk; and / or

13.28.3 search of personal property (e.g. bag or pencil case).

- 13.29 Parents will be informed of any search for an item prohibited by law, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- 13.30 Being in possession of an item prohibited by law may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. Where any such item is found, the member of staff must refer the matter to the DSL without delay.
- 13.31 The staff member should also involve the DSL without delay if they believe that a search has revealed a safeguarding risk.
- 13.32 **Strip searching**
- 13.33 A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers.⁷ More information is contained within the [Searching Screening and Confiscation Guidance](#).
- 13.34 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil well-being at all times.
- 13.35 Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 13.36 An "appropriate adult" must be present at a strip search that would result in intimate parts of the body being exposed. Depending on the circumstances, the school may wish to involve an "appropriate adult" during other searches conducted by the police where this is deemed necessary to ensure the pupil's well-being. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of children and vulnerable adults in police custody. This adult must not be a police officer or otherwise associated with the police. Examples of an appropriate adult include, but are not limited to, a parent, relative, social worker, teacher or, if the person is in the care of a local authority or voluntary organisation, a person representing that authority or organisation. An appropriate adult is not required when a pupil is eighteen or above.
- 13.37 An appropriate adult not of the same sex as the pupil being searched may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil being searched is permitted to be present, and the search must not be carried out in a location where the pupil could be seen by anyone else.
- 13.38 Except where there is an immediate risk of harm and where reasonably possible, parents will be informed before a strip search takes place.
- 13.39 Parents will always be notified after a strip search has taken place.
- 13.40 The school will keep a record of searches (see below under **Record Keeping**).
- 13.41 Following a strip search, the school will give pupils appropriate support, irrespective of whether the suspected item is found. If an item is found, this may be a police matter, but should always be accompanied by a safeguarding process handled by the school which gives attention to the pupil's wellbeing and involves the DSL. In all cases pupils should feel that they have an opportunity to

⁷ Police and Criminal Evidence Act 1984 (PACE) Code A and / or PACE Code C.

express their views regarding the strip search and the events surrounding it. Staff should give particular consideration to any pupils who have been strip searched more than once and/or groups of pupils who are more likely to be subjected to strip searching with unusual frequency, and consider preventative approaches.

13.42 Screening

13.43 The Academy may impose a requirement that pupils undergo screening for the detection of weapons.

13.44 Screening will take the form of a walk through or hand-held metal detector to scan all pupils for weapons before they enter the school premises.

13.45 If a pupil has a disability and /or special educational needs, the Academy will make any reasonable adjustments to the screening process as required.

13.46 If a pupil refuses to be screened, the Academy will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.

13.47 Confiscation

13.48 All members of staff may confiscate, retain or dispose of a pupil's property (however it is found) where they have reasonable grounds for suspecting that the item:

13.48.1 poses a risk to staff or pupils;

13.48.2 is prohibited by law, or a restricted / prohibited item under this Policy; or

13.48.3 is evidence in relation to an offence.

13.49 The school's general power to impose sanctions enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction under this Policy, where reasonable to do so.

13.50 Mobile electronic devices

13.51 The school has adopted a policy to prohibit all pupils using personal mobile electronic devices during the school day. Mobile electronic devices include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video. Further details about the school's policy can be found in the Acceptable use policy for pupils.

13.52 A mobile electronic device may be confiscated in accordance with this Policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach this Policy, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

13.53 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.

13.54 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of this Policy or a criminal offence, or hand it over to the police if the material is suspected to be evidence relevant to an offence.

13.55 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

13.56 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sharing nudes and semi-nudes images or videos as set

out in Appendix 1 of the Safeguarding and child protection policy and consult the advice set out in the [Searching Screening and Confiscation Guidance](#) and UKCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

- 13.57 The Academy will comply with data protection law in relation to any search of an electronic device.

Disposal of confiscated items

- 13.58 Confiscated items will be disposed of at the discretion of the school unless the law requires the school to hand the confiscated item to the police, and in line with the [Searching screening and confiscation guidance for schools](#) [paragraphs 58-71] . In addition, the school will deal with the following specific items as outlined below.
- 13.59 **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.
- 13.60 **Other substances** which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- 13.61 Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.
- 13.62 **Pornographic images:** Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the DSL will also be notified and will decide whether to make a referral to children's social care.
- 13.63 Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 13.64 **Weapons or items which are evidence of an offence:** these will be passed to the police as soon as possible.
- 13.65 **An item prohibited or restricted by the Academy:** these may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the Academy.

14 Intervention, support and reintegration

- 14.1 The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern. The school will adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion, including:
- 14.1.1 frequent and open engagement with Parents, including home visits if deemed necessary;
 - 14.1.2 providing mentoring and coaching;
 - 14.1.3 short-term behaviour report cards or longer-term behaviour plans;
 - 14.1.4 Alternative Provision; and

- 14.1.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 14.2 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including whether the following might be appropriate: an assessment of a pupil's SEN and disabilities; where a pupil has an EHC plan, an emergency review and / or whether a multi-agency assessment.
- 14.3 The school will use Alternative Provision where planned interventions for individual pupils take place in place of mainstream lessons at a different location. In this Policy Alternative Provision is used for planned interventions for behavioural reasons and / or as a preventative measure to support pupils at risk of permanent exclusion.
- 14.4 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school and how to reintegrate successfully back into school. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies and will be considered on a case-by-case basis.
- 15 **Record keeping**
 - 15.1 The school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriately skilled staff.
 - 15.2 The school will keep separate records and information about **behaviour**, including records and analysis of:
 - 15.2.1 permanent exclusions and suspensions, incidents of poor behaviour and any use of internal isolation;
 - 15.2.2 bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents;
 - 15.2.3 sexual harassment and/or sexual violence;
 - 15.2.4 any restrictive physical intervention.
 - 15.3 The school will record all **searches**:
 - 15.3.1 in relation to prohibited items by law;
 - 15.3.2 conducted by police officers which will be recorded in the school's safeguarding reporting system (including whether or not an item is found).
 - 15.4 Records of the search will include:
 - 15.4.1 the date, time and location of the search;
 - 15.4.2 which pupil was searched;
 - 15.4.3 who conducted the search and any other adults or pupils present;
 - 15.4.4 what was being searched for;
 - 15.4.5 the reason for searching;
 - 15.4.6 what items, if any, were found; and

- 15.4.7 what follow-up action was taken as a consequence of the search.
- 15.5 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.
- 15.6 The school will keep a separate record of **sanctions** imposed for serious misbehaviour including suspensions and permanent exclusions. The record will include:
- 15.6.1 the name and year group of the pupil concerned;
- 15.6.2 the nature and date of the offence;
- 15.6.3 the sanction imposed and reason for it; and
- 15.6.4 the name of the person imposing the sanction
- 15.7 The Headteacher, SLT and DSL will review the records in order to evaluate all data recorded in order to meet their obligations under this Policy and establish trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).
- 15.8 The information created in connection with this Policy may contain personal data. The Academy's use of this personal data will be in accordance with data protection law. The Academy has published on its website privacy notices which explain how the Academy will use personal data.
- 15.9 All records created in accordance with this Policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.
- 16 Publication availability and feedback**
- 16.1 This Policy is published on the Academy's website.
- 16.2 This Policy is available in hard copy on request, including in accessible formats.
- 16.3 A hard copy of the policy is also available in the School Office and linked on the prospectus/information for new parents and parents will be reminded of this on an annual basis.
- 16.4 A copy of the policy is available for inspection from external providers during the school day.
- 16.5 The school welcomes feedback on how the school can continue to improve this Policy, and this can be sent to office@heronppa.org.uk marking the subject line 'Feedback on Behaviour Policy.'
- 17 Version control**

Date of adoption of this policy	September 2025
Date of last review of this policy	
Date for next review of this policy	September 2026
Policy owner	Headteacher and Senior Leadership Team
Policy owner	Aurora Academies Trust

Appendix 1 Off-site directions and managed moves

1 Off-site directions

- 1.1 The school can require a pupil to attend another education setting to improve their behaviour. This is known as an "off-site direction."
- 1.2 An off-site direction will only be used where in-school interventions and / or outreach have been unsuccessful or deemed inappropriate and will only be used to arrange a time-limited placement in Alternative Provision. It will not be used as a sanction for recent or past misconduct.
- 1.3 Where possible parental views on a proposed off-site direction should be obtained. However, the school can make an off-site direction without parental consent. The school will provide written notification to parents (or pupils aged 18 or over) (and the local authority if a pupil has an EHC plan / is a looked after child) and any information about the placement as soon as practicable after the direction has been made and no later than two school days before the first day the pupil is required to attend the Alternative Provision.
- 1.4 The off-site direction can be full-time or a combination of part-time support in Alternative Provision and continued education at the school.
- 1.5 The duration of an off-site direction will depend on what best supports the pupil's needs and potential improvement in behaviour.
- 1.6 A proposed maximum period of time will be decided during the planning phase for an off-site direction and agreed between the school and the Alternative Provision. Also, as part of the planning, alternative options will be considered once the time limit has been reached, including a managed move (if the pupil is placed in a mainstream school) on a permanent basis upon review of the time limited placement.
- 1.7 The nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the Alternative Provision before the placement starts. The plan will then be frequently monitored and reviewed. A pupil must continue to receive a broad and balanced curriculum to support their reintegration once the off-site direction ends.
- 1.8 In all cases parents will be expected to be supportive of the Academy's decision in relation to an off-site direction, and pupils will be expected to attend the Alternative Provision as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they had failed to attend the Academy.
- 1.9 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEN and disabilities or health needs the pupil has.
- 1.10 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review(s) is to ensure that the off-site placement is achieving its objectives, and that the pupil is benefitting from it. Parents will be informed in writing each time that the placement is extended including the reasons for this. Parents and pupils are encouraged to praise progress and raise any concerns about the off-site direction at an early stage. As part of the review(s) the school will design a reintegration strategy that:
 - offers the pupil a fresh start;
 - helps them understand the effect of their behaviour on themselves and others;
 - teaches them how to meet the high expectations of behaviour in line with the school's ethos and culture;
 - fosters a renewed sense of belonging within the school community; and

- builds engagement with learning.

- 1.11 There will be a reintegration meeting before or at the beginning of the pupil's return to the school to discuss the reintegration strategy. Parents will be invited to attend but they are not required to attend.
- 1.12 During the period of an off-site direction the pupil must be recorded in the attendance register using code D to indicate that the pupil is absent with leave to attend another school at which they are registered (dual registered).
- 1.13 The school will aim to follow the [Alternative Provision Guidance](#) when exercising this power.

2 **Managed moves**

- 2.1 Managed moves are a behaviour management tool to prevent permanent exclusion, ensure high standards of behaviour and maintain the safety of the school community. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school / academy **permanently**.
- 2.2 Managed moves are **voluntary** and agreed with all parties involved, including the parents and the new school. Managed moves should only occur when it is in the pupil's best interests.
- 2.3 If a temporary move to another setting is needed to improve the pupil's behaviour, then off-site direction (as described above) should be used instead.
- 2.4 Managed moves should only be offered as part of a planned intervention. The school will provide appropriate initial intervention prior to a managed move, which could include, where relevant, multi-agency support or statutory assessments. The Academy will keep a record of intervention offered.
- 2.5 Where a pupil has an EHC plan, the school will contact the relevant local authority prior to the managed move. If the local authority, both placements and parents are in agreement that there should be a managed move, the school will ask the local authority to amend section I of the pupil's EHC plan.
- 2.6 The school will share any relevant information with the new school before the managed move, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. This will enable the new school to ensure that the pupil is provided with an effective integration strategy.

Appendix 2 Investigation of incidents

4 Investigation

- 4.1 The Headteacher may investigate incidents which potentially give rise to a breach of this Policy, or they may appoint a member of staff to carry out the investigation.
- 4.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 4.3 The pupil or pupils involved will be interviewed as part of the investigation to allow them to give their full version of events.
- 4.4 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate.
- 4.5 Where pupils are at risk of sanctions, they should normally be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed unless it is not reasonably practicable. If further information comes to light to which the pupil has not yet had an opportunity to respond, the school will consider whether it is necessary to re-interview the pupil suspected of a breach of this Policy and any other relevant pupils and staff.
- 4.6 Pupils who are clearly only witnesses and not at risk of sanction may be interviewed without an additional member of staff being present.
- 4.7 Parents do not need to be notified that interviews are taking place, and their consent is not required.
- 4.8 Parents may be invited to attend an interview in the case of potentially serious breaches where the school deems it appropriate to do so.
- 4.9 CCTV footage may be viewed and pupils' desks or personal belongings may be searched during the course of an investigation.
- 4.10 It may sometimes be necessary to delay or suspend an investigation, for example where the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the Academy will have regard to KCSIE and the school's DSL will take a leading role on decisions.
- 4.11 Where the Headteacher has appointed a member of staff to investigate an incident which may result in suspension or permanent exclusion, the investigator will report the outcome of their investigation to the Headteacher to enable the Headteacher to make an informed decision.
- 4.12 When interviewing and carrying out an investigation the school will comply with its duties under the Equality Act, including the duty to make reasonable adjustments, and also consider whether a pupil may require additional support due to the pupil's SEN and disabilities, additional needs or other special circumstances such as mental health difficulties.

5 Removal from the classroom or suspension pending further investigation

- 5.1 Where the incident is serious and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the school, the pupil may be removed from the classroom while the investigation continues. During this time the pupil will receive a broad and balanced curriculum.

- 5.2 Alternatively, where it is not appropriate for the pupil to remain on the school's premises while the investigation continues, the Headteacher may suspend the pupil pending further investigation. The length of the suspension will be kept to the minimum required to complete the investigation.
- 5.3 Before a suspension pending further investigation is imposed, the Headteacher must be satisfied that there is sufficient information in relation to the pupil's involvement in the incident.
- 5.4 A suspension pending further investigation is a serious sanction and the statutory procedure set out in the [Suspensions and Permanent Exclusions Guidance](#) will be followed (including sending a notification letter to the Parents containing all mandatory information).
- 5.5 The Headteacher will take into account the period of removal from the classroom or suspension when determining the final sanction.

Appendix 3 Rewards and Sanctions

1 Examples of the rewards and sanctions Heron Park Primary Academy ordinarily uses are set out below.

2 Examples of appropriate rewards

We are committed to fostering a positive and inclusive school culture where every child feels valued and recognised. A key part of this is our focus on celebrating positive behaviours, which we prioritise during our twice-weekly assemblies. These assemblies provide a consistent and uplifting opportunity to highlight students who demonstrate our core values: respect, resilience, curiosity, independence and aspiration.

Throughout the week, staff actively recognise and reward pro-social behaviours in a variety of meaningful ways:

Non-verbal and verbal praise to reinforce positive actions in the moment.

Class-based rewards, including values teddies, stickers, and Dojo points, to celebrate children who embody our school values.

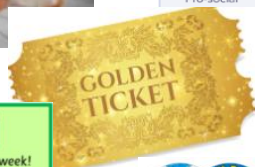
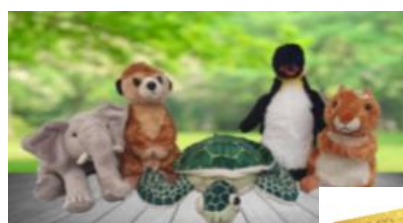
Dojo points are awarded daily and contribute to a weekly total. The top three-point earners each week receive a Positive Behaviour Champion postcard sent home, which is also celebrated in class.

Weekly class trophies and certificates are awarded in assembly for the theme of the week, reinforcing a shared focus across the school.

Senior Leadership Team (SLT) recognition: Pupils who produce exceptional work or show exceptional conduct are sent to the Headteacher or Deputy Headteacher to receive a special Headteacher/Deputy Headteacher Award Sticker.

Additionally, all staff hold 'golden tickets'; they can award these to any pupil they see demonstrating exceptional values. Pupils post golden tickets into a post box. A ticket is chosen termly and a prize awarded to the individual.

This layered approach ensures that positive behaviour is consistently acknowledged and celebrated, helping to build a supportive, respectful, and aspirational school environment.



3 In each teaching phase, we display Hall of Fame. Each day pupils all start on purple and have the opportunity to move up to gold, gaining x3 dojo points by doing so. Pupils may move up the hall of fame for demonstrating any pro-social behaviours and/or exceptional work.

4 If a pupil is provided with a reminder (check-see chart below) in class, they will be moved off the hall of fame onto a reflection colour. Following restoration of behaviour, pupil's names will be placed back onto the hall of fame. This will occur after break time or lunchtime following any

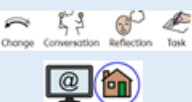
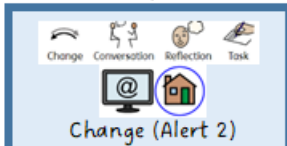
consequence that has been put in place and where the teacher can see improvements in behaviours.

5 Prohibited and restricted items

Prohibited items	mobile phones (restricted to use before entry and after exit to and from school); personal laptops; personal tablets; hand-held electronic games; other electronic devices; vaping devices / e-cigarettes necklaces and bracelets
------------------	--

6 Examples of appropriate sanctions

Type of breach	Examples of behaviour	Examples of appropriate sanctions	Notes for staff and Parents
Minor breaches (unsocial behaviours EYFS)	Minor disruption etc - Refusing to join in - Not listening - Being unkind - Distracting others from learning - Not following our school rules or values - Talking when staff or other pupils are talking	Reminder 1  Check 1 Reminder 2  Check 2 Reflection Time 	Reflection Time' consists of a time out where children are silent and not engaged with activities. At the start of the year, this will last two minutes but will eventually build to five minutes. Consideration for a child's development and needs will need to be made when deciding the duration of a 'Reflection Time' session. A visual indicator (such as a sand timer) is used for the children to recognise how long they have left in which to reflect. Following Reflection Time, children will complete Restorative Justice which we call change conversations. The outcome of this conversation may lead to making an apology to a child or staff member or, if appropriate, completing a task with support; for example, helping a grown up to tidy two items after refusing to engage in class Tidy Up Time. If behaviour persists, pupils will then have to take part in a change conversation during lunchtime where restorative justice takes place/reflection (see below) Class teachers will contact families/speak to them at the end of the day about the pupil's behaviour. This may be followed up with a phone call from the Senior Leadership Team, if required.

			 Move to Blue- Reflection and then change conversation Alert 2 communicated to families by class teacher and/or SLT
Minor breaches (unsocial behaviours) KS1 and KS2	Minor disruption etc - Refusing to join in - Not listening - Being unkind - Distracting others from learning - Not following our school rules or values - Talking when staff or other pupils are talking	Check (reminder 1).  Check 1 Check (reminder 2).  Check 2 Chance (move to teacher-chosen location in the classroom to complete work).  Chance Change Conversation loss of break time to complete restorative task.  Change (Alert 1) Parents notified by the class teacher or cover staff on the same day.	If behaviour persists, pupils will receive a Behaviour Alert 2, which will be communicated to families by the class teacher. Pupils will then attend the Pastoral Room at lunchtime to complete a restorative activity and any missed work, or an alternative task set by SLT. Class teachers will contact families/speak to them at the end of the day about the pupil's behaviour. This may be followed up with a phone call from the Senior Leadership Team, if required.  Change (Alert 2) If a pupil attends the Pastoral Room three times within a term, a Behaviour Alert 3 will be triggered.  Alert 3 /Family Meeting Families will be invited to meet with the class teacher and a member of SLT to create an Individual Behaviour Plan (Success Plan). This plan will be reviewed weekly, and families will receive regular updates on the pupil's progress towards the pro-social behaviours expected in school.
Serious breaches	Recurrent stage 1 behaviours + other more disruptive behaviours	<i>Internal suspension</i>	Headteacher decision (liaising with SLT where appropriate) Pupils will work in an office room supervised by a member of staff available. If the behaviour escalates and the pupil does not follow protocols for internal suspension, the suspension will become

			fixed term. Parents/families will be contacted to collect the pupil and the length of the fixed term suspension will be shared.
Very serious breaches	Recurrent stage 2 behaviours + other more serious behaviours examples such as: • Physical assault against a pupil • Physical assault against an adult • Verbal abuse or threatening behaviour against a pupil • Verbal abuse or threatening behaviour against an adult • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy • Bullying • Racist abuse • Abuse relating to sexual orientation or gender reassignment • Abuse relating to disability	Fixed Term Suspension	Headteacher decision (liaising with SLT where appropriate) Inform Parents

7 Suspension and permanent exclusion

- 7.1 Telling a pupil to leave the school or not allowing them to attend school is a suspension (if temporary) or a permanent exclusion (if permanent). Whenever the school asks a pupil to leave school, or not to attend school, on disciplinary grounds, this will be done in accordance with the [School suspensions and permanent exclusions guidance](#).
- 7.2 Only the Headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position in the Headteacher's absence or pending the appointment of a Headteacher will also have this power.
- 7.3 The decision to suspend or exclude permanently will be lawful, reasonable, fair and proportionate.
- 7.4 A pupil's behaviour both in school and outside school can be considered grounds for suspension or permanent exclusion.

- 7.5 In all cases the Headteacher will, without delay, write to Parents notifying them of the period of the suspension or permanent exclusion, the reason(s) for it and their rights as set out at paragraph 64 of the **Suspensions and permanent exclusions guidance**.
- 7.6 The Headteacher should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending Alternative Provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- 7.7 The Headteacher must take account of their legal duty of care when sending a pupil home following a suspension or permanent exclusion.
- 7.8 The Headteacher can cancel a suspension or permanent exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. Where the Headteacher cancels a suspension or permanent exclusion:
- 7.8.1 the Headteacher must notify the Parents, the governing board, the local authority and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
 - 7.8.2 the governing board's duty to consider reinstatement ends, and there is no requirement to hold a meeting to consider reinstatement;
 - 7.8.3 parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the suspension or permanent exclusion being cancelled which should be arranged without delay;
 - 7.8.4 the pupil must be allowed to attend the school without delay;
 - 7.8.5 any days spent out of the school because of any suspension or permanent exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.
- 7.9 A **suspension** is where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (including lunch time suspensions, which each count as half a day).
- 7.10 A pupil can be suspended up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.
- 7.11 Sending a pupil home 'to cool off' is unlawful when it does not follow the statutory suspension or permanent exclusion process and regardless of whether it occurs with the agreement of parents.
- 7.12 Following a suspension there will be a reintegration meeting before or at the beginning of the pupil's return to school to discuss the reintegration strategy. Parents may be invited to attend.
- 7.13 A **permanent exclusion** is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
- 7.13.1 in response to a serious breach or persistent breaches of this Policy; **and**
 - 7.13.2 where allowing the pupil to remain at the school would seriously harm the education or welfare of the pupil or others such as staff or pupils.
- 7.14 A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been by the time the cancellation takes effect.

Appendix 4 Regulatory framework

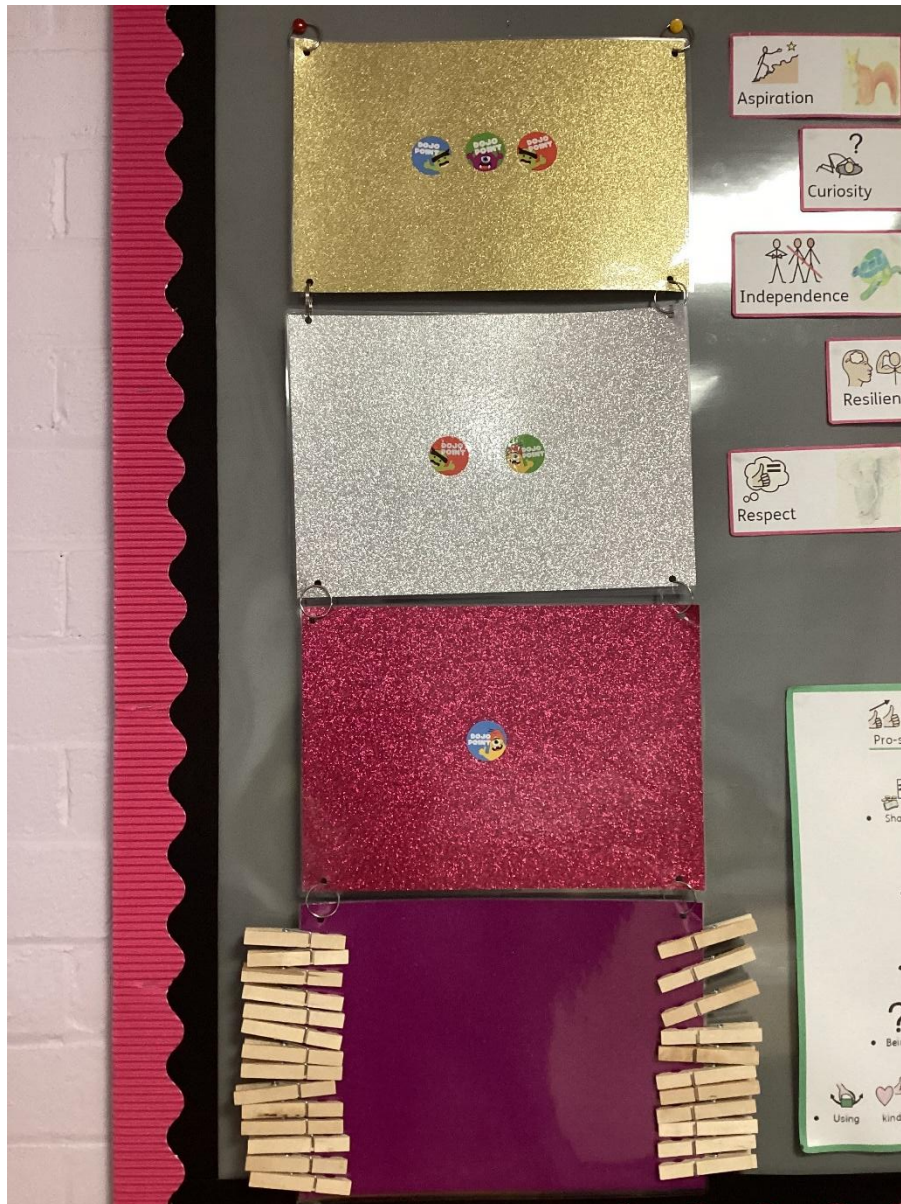
1 Regulatory framework

- 1.1 This Policy has been prepared to meet the school's responsibilities under:
- 1.1.1 Education Act 2002, as amended by the Education Act 2011;
 - 1.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - 1.1.3 The Education and Inspections Act 2006;
 - 1.1.4 The Education Act 1996;
 - 1.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - 1.1.6 Education (Independent School Standards) Regulations 2014;
 - 1.1.7 School Attendance (Pupil Registration) (England) Regulations 2024;
 - 1.1.8 National minimum standards for boarding schools (Department for Education (DfE), September 2022);
 - 1.1.9 EYFS statutory framework for group and school-based providers (DfE, effective from 1 November 2024);
 - 1.1.10 Education and Skills Act 2008;
 - 1.1.11 Children and Families Act 2014;
 - 1.1.12 Children Act 1989;
 - 1.1.13 Childcare Act 2006;
 - 1.1.14 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
 - 1.1.15 Human Rights Act 1998; and
 - 1.1.16 Equality Act 2010.
- 1.2 This Policy has regard to the following guidance and advice:
- 1.3 **Keeping children safe in education** (DfE, September 2024) (KCSIE);
 - 1.4 **Working together to safeguard children 2023** (DfE, December 2023, updated February 2024);
 - 1.5 **Information sharing advice for safeguarding practitioners** (DfE, May 2024);
 - 1.6 **Behaviour in schools: advice for headteachers and school staff** (DfE February 2024) (Behaviour Guidance);
 - 1.7 **Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies** (DfE, July 2017);

- 1.8 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024) (Suspension and Permanent Exclusion Guidance);
- 1.9 Use of reasonable force (DfE, July 2013);
- 1.10 Searching, screening and confiscation: Advice for schools (DfE, July 2022) (Searching, Screening and Confiscation Guidance);
- 1.11 Mobile phones in schools (DfE, February 2024);
- 1.12 Alternative provision (DfE, January 2013) (AP Guidance);
- 1.13 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
- 1.14 Mental health and behaviour in schools (DfE, November 2018);
- 1.15 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);
- 1.16 Police and Criminal Evidence Act 1984 (PACE) Code A (Home Office, 2023 updated December 2023);
- 1.17 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019, updated December 2023);
- 1.18 Guidance for Appropriate Adults (Home Office, December 2024);
- 1.19 Relationships education, relationships and sex education and health education (DfE, September 2021);
- 1.20 The designated teacher for looked-after and previously looked-after children (DfE, February 2018);
- 1.21 Working together to improve school attendance (DfE, August 2024);
- 1.22 Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015).

Appendix 5 Other relevant policies

- 1 The following Academy policies, procedures and resource materials are relevant to this Policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:
 - 1.1 Acceptable use policy for pupils;
 - 1.2 Anti-bullying policy;
 - 1.3 Attendance Policy and Procedure;
 - 1.4 School uniform policy;
 - 1.5 Online safety policy;
 - 1.6 Safeguarding and child protection policy and procedures;
 - 1.7 Special educational needs and learning difficulties policy;
 - 1.8 Staff code of conduct;
 - 1.9 Use of reasonable force and physical restraint policy;
 - 1.10 Relationships education and / or Relationships and sex education policy



Display EYFS



Display KS1/2



Appendix 7

Restorative Justice/Change Conversation Booklets

Change Conversation Booklets/Activities

Name: _____						EYFS
Change Conversation Reflection Book						
What happened?	broke something	hurt someone	not listening	shouting out	being unsafe	
What were you thinking or feeling?	angry	sad	annoyed	silly	fidgety	
Who has been affected?	me	another child	my teacher	my family		
What needs to happen to put things right?	say sorry make a sorry letter	tidy up	have thinking time	finish my learning	make a change	
Next time I will...	make a good choice	listen carefully	be respectful	go to a calm space	ask an adult for help	

Name: _____						KS1
Change Conversation Reflection Book						
What happened?	broke something	hurt someone	not listening	shouting out		
	threw something	ran off	being unsafe	something different		
What were you thinking or feeling?	angry	sad	annoyed	silly		
	fidgety	bored	lonely	something different		
Who has been affected?	me	another child	my teacher	my family		

What needs to happen to put things right?	say sorry	fix something	tidy up	have thinking time	
	finish my learning	make a sorry letter	make a change	something different	
Next time I will...	follow the rules	move away	go to a calm space	ask an adult for help	
	make a good choice	listen carefully	be respectful	something different	

Name	KS2													
	Change	Conversation	Reflection	Task										
What happened?	broke something	scribbled on something	hurt an adult	hurt a child	being unsafe	hid from adult	not being respectful	using bad language	being disruptive	not listening to instructions	threw something	ran off	tone up work	something different
What were you thinking or feeling?	worried	fidgety	confused	angry	sad	annoyed	silly	scared	embarrassed	nervous	bored	furious	lonely	something different
Who has been affected?	me	a friend	a teacher	my class	my mum	my dad	my family	other children	my sibling	people in the community	animals	everyone	another adult	someone else

What needs to happen to put things right?	make a card	write a letter	talk to someone	say sorry	fix something	have thinking time	tidy up	make a change	clean something	make a plan	practice	finish my work	hug	something different
Next time I will...	move away	ask for a break	go to my calm space	get a fiddle toy	ask for help	tell someone	how I feel	count to 10	play with someone else	be respectful	make a good choice	take deep breaths	listen carefully	remember the rules
How do you feel now?	sad	sorry	guilty	annoyed	embarrassed	worried	nervous	hungry	tired	unsure	calm	better	okay	something different
I must remember to														

Name	KS2									
	Change	Conversation	Reflection	Task						
What happened?										
What were you thinking or feeling?										
Who has been affected?										

What needs to happen to put things right?														
Next time I will...														
How do you feel now?														
I must remember to														

Appendix 8

Report Card Template

Name	Date
------	------

Target: To achieve a score of at least 18 every day.

What an excellent session (3) looks like:

- I follow adult instructions.
- I complete my work to the best of my abilities.
- I remain in my classroom, unless I am given permission to leave.
- I share how I am feeling with an adult; the adult helps me sort any worries.
- I eat and play in the woodland room.
- I share my report card scores with a member of SLT and my parents.

Notes

1 = not a good session 	2 = some good some not so good 	3 = excellent session
-----------------------------------	---	----------------------------------

1 = not a good session 	2 = some good some not so good 	3 = excellent session
-----------------------------------	---	----------------------------------

	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	/18 or above

Serious Incident Protocols

1. Pupil moved to the office or with SLT whilst the investigation process occurs.
2. Investigate the incident and take witness statements where necessary. Instruct all staff to write up on CPOMS ASAP.
3. Record the incident on CPOMS if/where necessary.
4. Where possible, decisions are made in consultation. Members of SLT to meet to discuss sanction. If Helen Crees-Headteacher- is not on site, speak on the phone. If the school has appointed a Head of School at any point, the Head of School will make the decision.
5. Complete the Serious Incident Report
6. Review the checklist for Suspensions and Exclusions
7. Where appropriate, ensure that Reasonable Force Forms and necessary evidence has been completed, circulated and saved.

Internal Suspension

- If, following an investigation, it is deemed appropriate for a pupil to work in seclusion (internal suspension), they will do so working in the office area away from their peers.
- Family called to inform them of the incident. During this call, the incident will be shared and expectations regarding future behaviour/the changes the child needs to exhibit will be shared. It may be necessary to provide further meetings for the family with school (class teacher and/or SLT) to monitor pupil progress towards the behaviour expectations in the school.
- If, after a reasonable amount of time determined by the school, improvements are not evident, a further meeting between the family, class teacher and SLT will be implemented at the earliest opportunity. At this meeting a success tracker/Individual Behaviour Plan will be implemented.
- If the pupil refuses to comply with internal suspension expectations (e.g. refuses to attend/persists with behaviour deemed unacceptable), the family will be notified and the Internal Suspension will move to fixed term.

Fixed Term Suspension

Family called to be informed of the incident. Family asked to collect pupil as soon as possible.

- Notify the family of the length of the suspension; if the decision is not yet final give the family notice of when they will receive an update of the final decision later that day.
- A letter will be prepared for them outlining the reasons for the fixed term suspension and their parental rights. Work will be prepared (or sent home at the earliest opportunity). The family will be told of the reintegration meeting they will need to attend with their child following the suspension.
- The fixed term suspension letter will be sent to the Trust LAB Lead and will be added to the child's CPOMS vault.
- The family may be asked to attend a reintegration meeting on the child's return to school. Work set for the suspension period will be returned to school for marking. If it is not complete, it will be reset for completion within the number of days of the suspension. At this meeting, the family will meet with SLT to discuss Success Plan (Individual Behaviour Plan) will be produced.
- Regular meetings will be held between the family, SLT and the class teacher to monitor pupil progress and update the plan/cease the plan where appropriate.
- 10. Complete the Fixed Term Suspension Tracker (excel spreadsheet on SharePoint).

- 11. Complete the record on ARBOR (Focus/Pupil/Exclusions/Browse for name/New/Complete incident/SAVE).
- 12. Inform the Governance Manager.
- 13. Inform admin team of the name, year group, dates of exclusion for register purposes.

Permanent Exclusion

Family called to be informed of the incident. Family asked to collect pupil as soon as possible.

Notify the family of the Exclusion; if the decision is not yet final give the family notice of when they will receive an update of the final decision later that day/as close to the incident as possible (there may need to be investigations with other pupils that take longer than the length of the school day remaining).

Review the Serious Incident Report

Complete the Exclusion Letter

Record Exclusion under confidential on CPOMs

Complete the Exclusion Tracker

Complete the record on ARBOR (Focus/Pupil/Exclusions/Browse for name/New/Complete incident/SAVE).

12. Inform the Governance Manager, CEO, LAB Chair and East Sussex by email, not including the name of the pupil.

13. Inform admin team of the name, year group, dates of exclusion for register purposes.

The process related to Permanent Exclusion is outlined in the letter to parents inclusive of information about the Permanent Exclusion Panel which is held following this process.

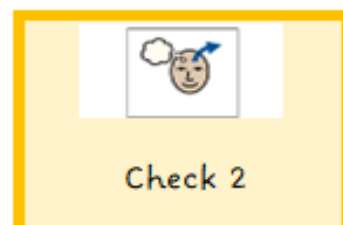
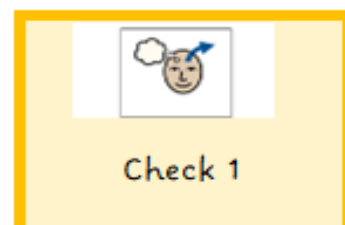
Appendix 10

Record of discussion of serious incident				
Date:				
Pupil Name:			Class:	
Overview of incident				
Adults in decision making process				
HC	NW	GO	RS	ELM
✓ X	✓ X	✓ X	✓ X	✓ X
Decision made				
Sanction (e.g. loss of privilege)		Internal Suspension	Fixed term suspension	
Rationale for decision				
This behaviour warrants XX day suspension because...				
Record of discussion with parent/guardian				
Protocol Check				
CPOMS	Reasonable force form	Exclusion Letter	COMMS Teacher Trust	Data on tracking form
✓ X	✓ X	✓ X	✓ X	✓ X
Further actions				

Form completed by	Date	Time
Name:		
Role:		

Appendix 11

EYFS Behaviour Protocols



Unsocial Behaviours

Move to Blue (off the rocket).
Restorative conversation held
with class teacher.
Reset to purple after lunch.



Reflection and then change conversation with class
teacher. Reported to the family at collection time.

Anti-Social Behaviours



Unsafe or consciously
disrespectful behaviour



Move to Blue- Reflection and then change
conversation

Alert 2 communicated to families by class
teacher and/or SLT

Behaviour Alerts

'Reflection Time' consists of a time out where children are silent and not engaged with activities. At the start of the year, this will last two minutes but will eventually build to five minutes. Consideration for a child's development and needs will need to be made when deciding the duration of a 'Reflection Time' session. A visual indicator (such as a sand timer) is used for the children to recognise how long they have left in which to reflect.

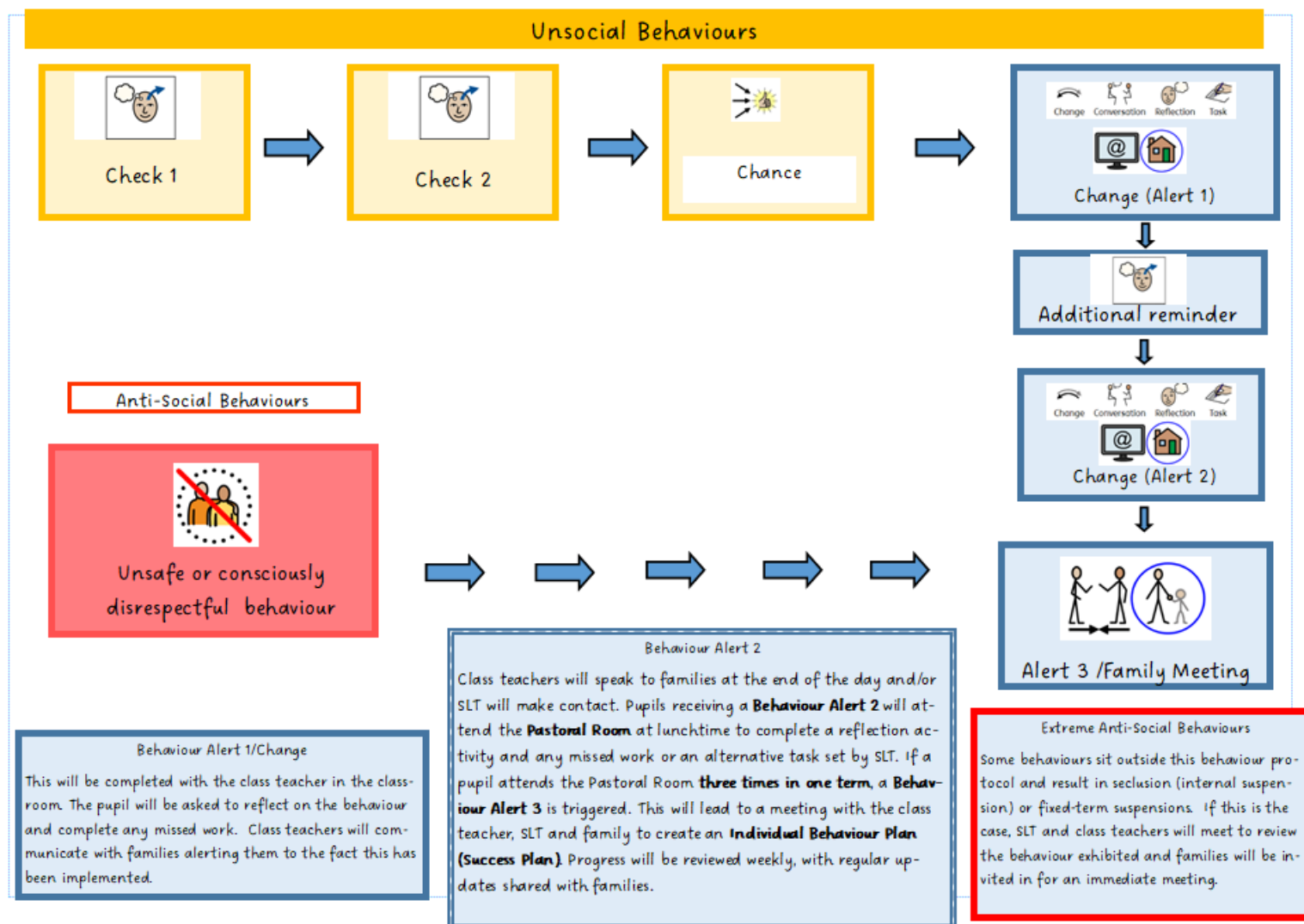
Following Reflection Time, children will complete Restorative Justice which we call change conversations. The outcome of this conversation may lead to making an apology to a child or staff member or, if appropriate, completing a task with support for example, helping a grown up to tidy two items after refusing to engage in class Tidy Up Time.

Once children have completed their Restorative Justice, they automatically return to the green section of the rocket.

Families will be informed at collection time when a child has reached 'Move to Blue and Reflection Time'. This incident will be logged on CPOMS as a Behaviour Alert.

For the first few weeks of the school year, as the children learn the school systems, staff should use their discretion in deciding whether to report all Behaviour Alert 1 incidents.

- Swearing at someone or intentionally hurting someone (verbally or physically) results in an automatic 'Move to Blue and Reflection Time'. For these incidents, a member of SLT should be informed via a CPOMS alert and they will make a phone call home.
- 'Rocket Resets', which see **all** children return to the purple section take place at the start of the day and after lunch.
- Should the classroom need to be evacuated to keep the children safe, the phrase 'To help our friends, it's time to go' is used consistently by all adults.





Heron Park Primary Academy IBP
IBP One Page Profile

Child's Name		Year Group	Class teacher		Date of plan	To be reviewed
Success Tracker		EHCP		Gender	PP	SEND
Summary of need:						
External Agency Involvement						
TASS (Team Around School and Setting)	Ed. Psych.	Place2Be/Counselling	EAL	CAMHS	CP	
		Place2Be				
Strengths and interests						
Triggers to challenging behaviour						
Behaviours exhibited						
 Check 1	 Check 2	 Chance	 Change (Alert 1)			
What this looks like for...						
Additional Strategies in place (provide as much detail as possible)						
Signed by family member				Date shared		

