

Behaviour Policy
And
Statement of Behaviour Principles
2026 - 2027

Approved by:	Nicky Murrell	**Date**: 22nd October 2026
Last reviewed on:	October 2026	**Reviewed by**: Tom Ball
Next review due by:	September 2027	

Holywell Primary School, Upchurch
Behaviour Policy and Statement of Behaviour Principles

Holywell School is a safe school and follows
Government PREVENT protocols to ensure it stays that way.

INTRODUCTION

At Holywell Primary School we are committed to providing an environment where excellent behavior is at the heart of productive learning. We aim to provide a happy, safe and stimulating community where each individual is valued and respected and in turn takes responsibility for their actions. By working together, we believe the whole school community can create the culture necessary for each pupil to achieve their full potential.

CONVENTION ON THE RIGHTS OF THE PUPIL

As a school that respects the rights of the pupils and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from ***UNICEF's Convention on the Rights of the Pupil*** **(UNCRC)**

In this policy, we are working towards the following articles:

- ***Article 3 and 28*** - We have the right to an education
- ***Article 15*** **-** We treat each other with respect
- ***Articles 12, 17 and 36*** - We have the right to be heard, kept safe and given reliable information
- ***Articles 13, 14 and 30*** - We have the right to express ourselves, think and believe what we want
- ***Articles 15 and 31*** - We have the right to meet with friends, play and join a variety of groups
- ***Articles 17, 23, 27, 33 and 34*** - We have the right to reliable information, play an active part in the community and a good standard of living
- ***Article 19*** - We have the right to be safe

AIMS

This policy aims to:

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

Legislation and statutory requirements

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

- Behaviour and discipline in schools

- Behaviour in schools: advice for Head of Schools and school staff 2022
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014 paragraph 7 outlines a school's duty to safeguard and promote the welfare of pupils, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, between lessons and at break and lunch times
- Non-completion of learning
- Poor learning behaviour

Serious misbehaviour is defined as (but not limited to):

- Repeated breaches of the school rules
- Any form of bullying
- Intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of Holywell School's approach to preventing and addressing bullying are set out in our anti-bullying strategy [https://www.holywell.kent.sch.uk/policies].

RIGHTS, ROLES AND REPONSIBILITIES

Our approach to managing behavior is based on developing our pupils' understanding of these rights and their role and responsibility in ensuring these rights are maintained for all members of our school community.

- Governors
  The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.
- Assistant Headteacher
  The Assistant Headteacher is responsible for reviewing and approving this behaviour policy.
  The Assistant headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Staff
  Staff are responsible for creating a calm and safe environment for all pupils, establishing and maintaining clear boundaries of acceptable behaviour, implementing the behaviour policy consistently, modelling positive behaviour, providing a personalised approach to the specific behavioural needs of particular pupils and recording behaviour incidents according to school policy.
  The senior leadership team will support staff in responding to behaviour incidents.
- Parents and Carers
  Parents and Carers are expected to support their child in adhering to the pupil code of conduct, inform the school of any changes in circumstances that may affect their pupil's behaviour and discuss any behavioural concerns with the class teacher promptly and are responsible for taking part in any pastoral work following misbehaviour.
  The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.
- Pupils
  Pupils are expected to behave in an orderly and self-controlled way and show respect to members of staff and each other. In class, pupils must make it possible for all pupils to learn. They should move quietly around the school and treat the school buildings and school property with respect. We expect pupils to wear the correct uniform at all times and refrain from behaving in a way which brings the school into disrepute, including when outside school. As we use the Restorative Approach, we will not expect pupils to 'accept sanctions' blindly, but we do expect our pupils to discuss any issues arising and find a way to repair and restore any wrongdoing.

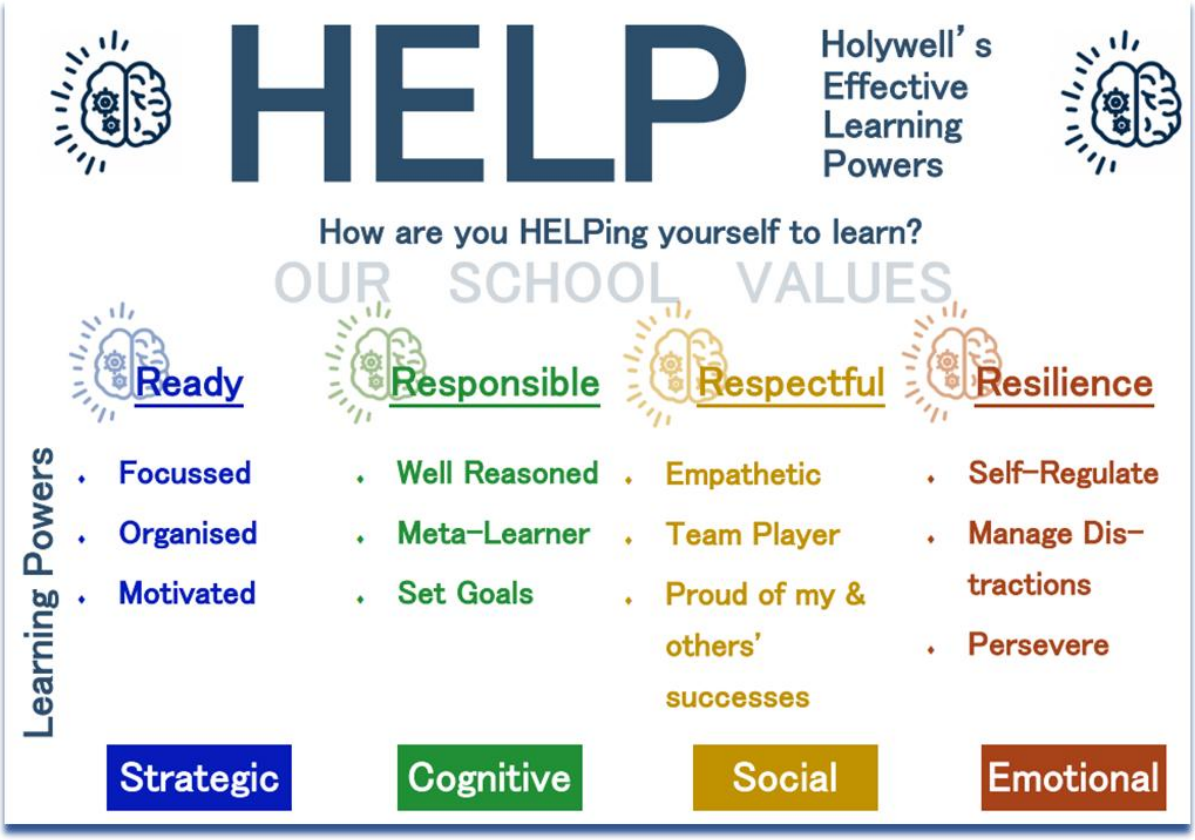
OUR CORE VALUES AND PRINCIPLES

Our core values underpin everything we do and believe. We actively seek to consistently apply these principles and uphold them at all times:

VALUE	BEHAVIOUR WE WANT TO SEE
Ready	We make the most of every opportunity
Respectful	We treat each other as we would like to be treated
Responsible	We are in charge of our own actions and achievements
Resilient	We never give up, learn from our mistakes and always try our best

Behaviour for Learning

To ensure our children understand how to demonstrate these values, the school community designed a series of effective learning powers. Each week, one of these behaviours for learning becomes the school's focus.



Class Charters

Staff work with the pupils to establish a clear set of classroom rules and routines – we call this our 'Class Charter'. These are based on our core values and underpinned by the UNCRC rights.

PROMOTING POSITIVE BEHAVIOUR MANAGEMENT

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

We believe the most effective way of achieving our aim is by recognising and encouraging achievement and effort by pupils either for learning or attitude and behaviour.

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

On a daily basis staff will:

- Create and maintain a stimulating environment encouraging pupils to be engaged
- Establish with the children a set of classroom rules/Charter
- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
- **Positive Comments**
  These will be constructive and reflective verbal or written comments on pupil's work and will reflect good or outstanding standards of achievement and/or attitude.
- **Lunchtime Rewards**
  Pupils who demonstrate our core values and follow the agreed playground rules may receive a Dojo point or a sticker related to their good behaviour in the hall.
- **Class Dojo**
  Our younger classes may use Class Dojo to promote positive recognition of good behaviour. Pupils who demonstrate the expected standards of behaviour in line with our core values may receive 1 Dojo point.
  Class Dojo points will be awarded for anyone who can demonstrate they are:
  - Ready
  - Respectful
  - Responsible
  - Resilient

Staff may also add their own recognition points in Class Dojo as appropriate for their class. Classes will work to achieve a set number of Class Dojos in order to achieve an agreed special reward.

Weekly and/or termly basis:

- **'H.E.L.P' Awards**
  These awards celebrate and recognise pupil's outstanding contribution and effort towards our weekly learning power. A postcard will be sent to parents via post in recognition of their pupil's achievement.

- **Leader's Award**
  Each week, the Headteacher and Assistant Headteacher will choose one child in the school who has stood out to them. They will be awarded a certificate by the Headteacher/Assistant Headteacher during regular celebration assemblies. The leadership will track who has been awarded an award to avoid children winning more than two across a year.

- **Governor's Award**
  Adults of each class will nominate one pupil who will be awarded a Governor's Certificate per term. These will be for children who have consistently demonstrated an outstanding attitude. The class teacher will need to speak as to the reasons they nominated this child. Certificates will be presented by a Governor in the final week of term – Parents/Carers of the child will be invited to attend. A record of winner's will be kept in the school reception area.

ROUTINES

We recognise the importance of establishing routines for use at different points of the school day so both pupils and adults are clear about what is expected of them. Predictable routines which everyone understands are reassuring and help to build a sense of belonging. Class teachers will develop routines for use at a range of different points of the school day. We teach routines by breaking them down into steps which are modelled, reinforced and revisited as much as necessary. Routines:

- Create safety and allows for learning to become more likely to occur
- Demonstrates reliability
- Allows pupils to self-regulate
- Relinquish the need to control others to make themselves feel safe
- Improve 'undesirable' behaviours which originate in not feeling safe or feeling fear of humiliation/shame

Some specific routines we have established are:

- **Check ins and Check outs**

Every pupil has the opportunity to participate in a 'check in' at key parts of the day. This enables them to say how they may be feeling and appropriate action to be taken if necessary.

- **Meet and Greet**
  Staff aim to meet and greet every pupil at the door of their classroom every day. This is an opportunity for the pupils and staff to start the day on a positive note.
- **Managing Transitions**
  As a whole class, before entering the classroom, teachers stop the class at the door and give three short, sharp instructions to set behaviour expectations. Eg (using a finger for each instruction) Calmly and quietly – Seats – English Books. Repeat. Repeat. Repeat, until all children have entered the classroom and are doing as instructed. We do not enter the classroom with noise and then have to bring behaviour back to the desired. Additionally, at the end of break and lunch, the first whistle means stop, the second whistle means line up.

- **Voice Control**
  The ONLY time that shouting is permitted is if a child is in danger and you need their attention immediately. We do not use shouting as a form of behaviour management.

- **Fantastic Walking/Sitting**
  We encourage all children to walk and sit in a manner which keeps children safe and allows all to maximise their learning opportunities. These are the specific expectations we have of children when walking or sitting. When we see examples we should seek to praise children accordingly

At Holywell we demonstrate fantastic...

Sitting	Walking
Hands: Empty	Hands: Behind backs
Eyes: Forward	Eyes: Forward
Mouths: Closed	Mouths: Closed
Legs: On the floor	Legs: Stay in line

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- **Order of Escalation**

Behaviours should be addressed by the initial person of contact. If this can not be dealt with appropriate or constitutes a significant concern, problems should be reported as follows:

Initial contract → Class Teacher → Member of SLT → Headteacher

UNDERSTANDING BEHAVIOUR

The key to positive behaviour management is in establishing an environment where positive behaviour is intrinsically motivated.

We recognise that positive behaviour should be taught in the same way we teach subjects in our curriculum. Staff therefore:

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

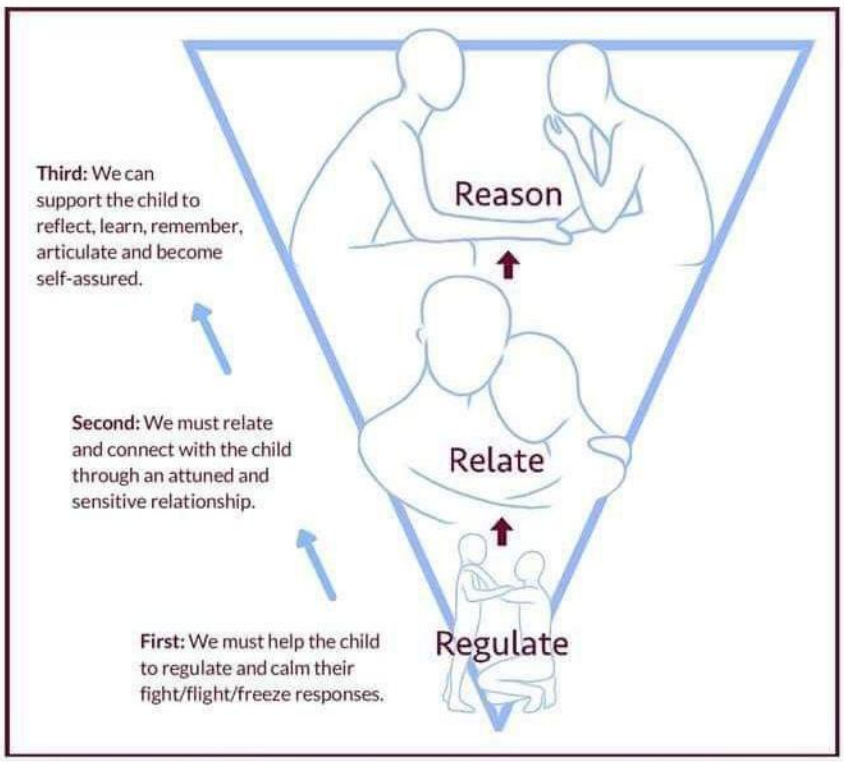
At all times, the emphasis is on making good choices about behaviour. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is required. However, we recognise there may be times when some pupils find it difficult to make choices which affect the rights of others and disrupt the core values we uphold.

All Behaviour is communication

The key to understanding certain behaviours is to ask the question 'WHY are they behaving in this way?'

There could be a number of different factors to understanding a pupil's choices in why they display certain behaviours which are influenced by a pupil's social, emotional, mental and cultural experiences. For some pupils, they may exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise their behaviour is their way of communicating their emotions.

In order to support and help a pupil to learn, think and reflect we have adopted a simple intervention strategy based on research from Dr Bruce Perry on the Neurosequential Model of Therapeutics *(https://www.bdperry.com):* **The Three 'R's, reaching the learning brain.**



A Restorative Approach

When a pupil is ready and able to reason staff use restorative questioning as a way to structure discussions, allow the pupil reflect, learn from their mistakes and rebuild relationships. It is very effective in enabling pupils to make better choices and become self-assured. The basic ethos of the restorative approach is to:

- Ensure that people have the chance to understand the harm they have done to others
- Give people who have caused harm the chance to put things right.

Some or all of the following questions **may** be used in a restorative conversation:

1. *What happened?*
   Listen carefully and dispassionately without interrupting or disagreeing. When the pupil has finished, present your account without judgement.
2. *What were you thinking at the time?*
3. *What have you thought since?*
   This question opens doors for a change of attitude or the wish to put actions right. They may need help teasing this out.
4. *How did this make people feel?*
   A chance to think about the impact of their behaviour on others who might have been worried by it.
5. *Who has been affected?*

Often pupils will think that they are the only person affected. Encourage them to think about others – e.g. what about Mrs X who couldn't teach her lesson? What about X who hates loud noises? What might mum say? What about X who wanted to play with you this break?

6. *How have they been affected?*
7. *What should we do to put things right?*
   Resist the urge to guide the conversation to an apology – there may be other ways to put things right. A forced apology is worthless!
8. *How can we do things differently in the future?*

See Appendix 2 for further information on Restorative approaches adopted at this school.

CONSEQUENCES

At Holywell we use a Restorative Approach with consequences rather than punishment to address poor behaviour.

Using Consequences:

- Allows for a growing understanding of cause and affect
- Remove the label 'bad' or 'naughty pupil' who needs to be 'punished'
- Allows the pupil the opportunity to begin to understand how their behaviour affects others and their surroundings without shame
- Reduces the pupil's fear of failure/shame (if done in private and without the public humiliation)
- Allows the consequence to be AGREED and APPROPRIATE to the misdemeanour rather than a standard 'punishment' such as missing playtime

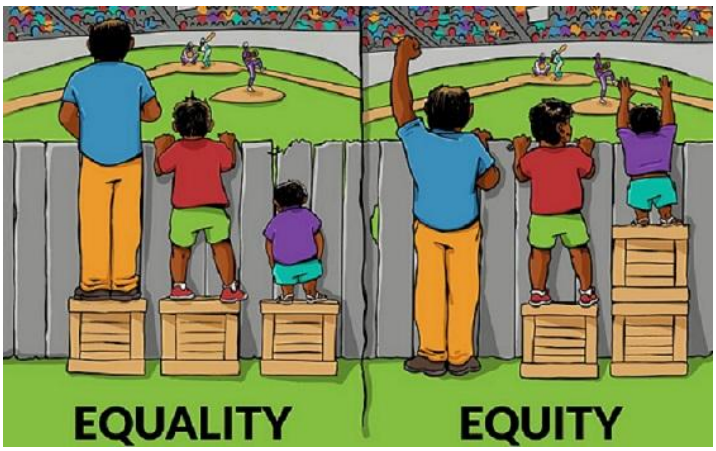
At all times, the emphasis is on making good choices about behaviour. For the vast majority of pupils, a gentle reminder is all that is required. However, we recognise there may be times when some pupils make choices which affect the rights of others and disrupt the core values we uphold.

Equity not Equality

"WHY DOES HE GET A DIFFERENT CONSEQUENCE? THAT'S NOT FAIR!"

At Holywell we recognise not everyone starts from the the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences during the restorative conversation, it is important to understand the difference between ***Equality*** and ***Equity***.

> ***Equity*** is giving everyone what they need to be successful. ***Equality*** is treating everyone the same.



Our aim is to promote fairness and equality but with an understanding of the pupil's needs, age, social, emotional or mental health issues. This means some pupils will require additional support in addressing specific behaviours. In this case, these pupils will have bespoke positive behaviour plans and consequences which may include rewards to reinforce positive behaviour.

The Script

All staff will use 'The Script' to teach pupils about making good choices. This is a generic verbal communication between staff member and pupil to allow the pupil to reflect upon their behaviour in an attempt to deescalate the situation and prevent consequences being issued. (see Appendix 3 for script ideas)

	Steps	Actions
1	Redirection and reminder	Gentle encouragement, a 'nudge' in the right direction, small act of kindness A reminder of our core values and the rights of the pupil delivered privately wherever possible Example - 'I notice you are running. Remember we need to walk to be safe in school. Show me your fantastic walking. Thank you for listening.'
2	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour. Use the 30 second scripted intervention (See Appendix 3) Example - 'I have noticed you are not ready to do your work. Remember the rule about being ready. Everyone in this classroom has the right to learn and you are distracting some of your friends. If you choose to continue disrupting the learning you will have to catch up with your work at playtime. Do you remember yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3	Reflection time	A short time in another class or at the side of the field/playground. It is a time for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves. The pupil may be asked to complete a Restorative Reflection sheet (See Appendix 5) before following up with the adult. Example - 'I have noticed you chose to use rude words. Remember the rule about being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' **TIME IN not TIME OUT**
5	Putting things right	If the pupil continues with same behaviour after they are expected to spend some or all of their free time eg: playtime with the adult to repair any harm caused. The link between the behaviour and the harm needing repair is made clear. At this stage some of the restorative questions may be used to support the discussion
6	Time to Talk	A reflective conversation takes place between the adult and the pupil. The pupil is encouraged to take responsibility for their behaviour choices, to consider the impact on themselves and others. The restorative questions should be used to frame the discussion

		If appropriate, Staff to inform parents/carers at the end of the day or as soon after as possible and set the expectation the pupil will make better choices tomorrow
It is not the severity of the consequence; it is the certainty that follow up will take place which is important.		

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour expectations in the future.

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Responses to Elevated Behaviour

If a pupil repeatedly reaches part 6 of the 'The Script', staff may use one or more of the following consequences in response to unacceptable behaviour:

Responsible	Possible Behaviours	Consequences
	LEVEL 1	
Person of first contact	Continually reaching part 6 of the script or: • Disrespectful language or action. • The direct ignorance of an adult's instruction.	**Time Out** A child will be given time to reflect on their choice. **Inform Teacher** If not the teacher, adult may choose to inform them **Loss of break or lunch time** This should not be the entire time but provide the child with an opportunity to reflect whilst still being able to exercise. If consequence is due in PM, a short break for the rest of the class should be applied.
	LEVEL 2	
Teacher	Continually demonstrating Lvl 1 behaviour or: • An incident regarding discrimination. • An issue outside of school (including online) • Encouraging others to make a bad choice. • Making a choice deemed 'significantly unkind or harsh'.	**Loss of privilege** For instance, the loss of a responsibility or job **Restorative Action** An opportunity for the child to repair any damage through a positive contribution to the school. **Loss of break or lunch time** A child may take their break alone. If consequence is due in PM, a short break for the rest of the class should be applied. **Parents are advised of incident (via playground or phone)** **Interview with member of SLT**
	LEVEL 3	
Member of SLT	Continually demonstrating Lvl 2 behaviour or: • Fighting • Sexual harassment • Direct Racism • Vandalism • Theft • Possession of prohibited items • Aggressive language or action • Deliberate bodily elimination	**Internal Exclusion** Asking the child to work out of the class for the day helps them to recognise the impact of their actions and gives them a time to reflect with less distractions. **Expecting work to be completed in own time.** **Letter sent home to parents.** This will be signed by a member of SLT. **Establish a personalised behaviour contract/plan**
	LEVEL 4	
Members of SLT & Teacher	Continually demonstrating Lvl 3 behaviour or: • A case of Level 3 behaviour at a significant level. • Bullying (targeted, persistent & deliberate)	**Formal Meeting with Parents/Carers and SLT** Pupil's parents/carers will be invited for a formal meeting with a member of SLT and teacher to discuss strategies to help the pupil understand how to meet the expectations of the school. This may include measures like: reintegration meetings; daily contact with adult; Behaviour and Attitude Check in log with the pupil (See Appendix 4). **Fixed-Term Exclusion** Repeated application of consequences above may result in fixed term exclusion. This will include a personalised re-integration plan for the pupil upon their return.
	LEVEL 5	
Headteacher (Assistant Head)	Regularly demonstrating Lvl 3/4 behaviour or: • A case of Level 3 behaviour at a substantial level.	**Permanent Exclusion/Managed Move** This is a last resort and only considered when all other support mechanisms have been exhausted and the safety and well-being of other pupils are at risk. Before any permanent exclusion the lower levels of consequences will have been utilised. Permanent exclusions will be carried out in strict accordance with statutory regulations and will always be considered as a means of ensuring the overall welfare and educational experience of our entire school community.

In the event of the Headteacher's absence, the Assistant Headteacher will assume responsibility for the decision to suspend or exclude.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Lunchtime

At lunchtime the same core values and rules are expected from all pupils and it is the role of the lunchtime supervisors to oversee this. Any poor behaviour is dealt with straight away by using the same steps expected within the classroom e.g. verbal warning and a time out period.

For pupils who consistently display poor behaviour, they will be placed into a social skills development group during their lunchtimes organised and supervised by the Inclusion Manager and Pastoral Team. Peer Play Leaders will be on duty during lunchtime to ensure pupils are happy and encouraging pupils to play together in an appropriate manner.

Zero-tolerance approach to sexual harassment and sexual violence

Holywell School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Consequences for sexual harassment and violence will always involve a formal meeting with the pupil's parents/carers. We have procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to pupil's social care
    - Report to the police

Please refer to our pupil protection and safeguarding policy for more information
https://www.holywell.kent.sch.uk/safeguarding/

Pupil conduct outside school property

Restorative conversations and consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Restorative conversations and consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

MALICIOUS ALLEGATIONS

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, Holywell School (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

THE USE OF REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from (See Appendix 7 for details of physical restraint):

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Edukey (safeguarding and behaviour monitoring software) and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

SEARCHING AND CONFISCATION

Only the Headteacher, members of the Senior Leadership Team and the Family Liaison Officer have the power to search a pupil for a prohibited or banned item (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the DfE guidance).

- The person carrying out the search must be the same sex as the pupil being searched
- There must be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil

The only exception to the above is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search is not carried out urgently **and** it is not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search, they should immediately report it on Edukey regardless of whether an item was found.
The record should include:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

- These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

See Appendix 8 for details of how to carry out a search of a pupil.

ONLY THE POLICE CAN CONDUCT A STRIP SEARCH in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

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

PUPIL SUPPORT, INCLUDING CHILDREN WITH A SPECIAL EDUCATIONAL NEED OR DISABILITY

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

Holywell School's special educational needs co-ordinator (SENCO) is Mrs Warner and she will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

PUPIL TRANSITION

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

In the event the pupil is moving to another school, relevant information related to managing pupil behaviour may be shared.

TRAINING

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Research into current best practise is shared and behaviour management forms part of Holywell School's continuing professional development.

MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the Assistant Headteacher annually. At each review, the policy will be approved by the Headteacher.

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child protection and safeguarding Policy
- Anti-bullying Policy
- Online Safety Policy
- Attendance Policy
- Holywell Standard for Learning
- Equality Policy
- SEN Policy

Appendix 1

BEHAVIOUR STATEMENT

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are supported to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2
RESTORATIVE APPROACHES IN SCHOOL

WHAT ARE RESTORATIVE APPROACHES?

The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. However, the approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline:

Authoritarian Approaches *The focus is on:*	**Restorative Approaches** *The focus is on:*
Rule-breaking Blame or guilt Adversarial processes Punishment to deter Impersonal processes	Harm done to individuals Responsibility and problem-solving Dialogue and negotiation Repair, apology and reparation Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored The unmet needs behind the behaviour are ignored Accountability = being punished	The needs of those affected are addressed The unmet needs behind the behaviour are addressed Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

WHAT ARE THE RESTORATIVE QUESTIONS?

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

HOW IS THE RESTORATIVE APPROACH CARRIED OUT?

This learning framework can be used in a wide range of contexts:

A **Restorative Conversation** - A one-way conversation, with one person listening and asking questions and the other talking; or a two-way conversation, with both people taking turns to ask and answer questions;

A **Corridor Conference** - A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;

A **Restorative Conference** - A larger, facilitated meeting involving pupils, parents/carers, colleagues or others who have an important role to play;

A **Restorative Circle** - A facilitated circle involving part or all of a class and/or a staff team.

WHAT ARE THE KEY ELEMENTS OF RESTORATIVE APPROACHES?

Restorative Approaches are *value–based* and *needs–led***.** They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community, pupils are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

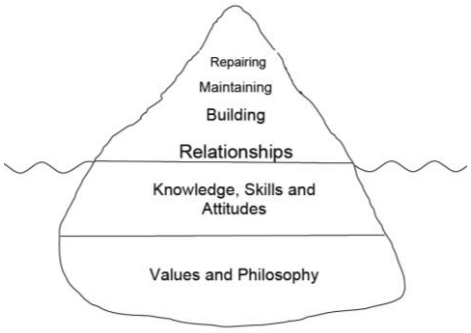
Restorative Approaches build upon the basic principles and values of humanistic psychology:

- Genuineness - honesty, openness, sincerity
- Positive regard for all individuals - valuing the person for who they are
- Empathic understanding – being able to understand another's experience
- Individual responsibility and shared accountability
- Self-actualisation - the human capacity for positive growth
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some pupils in other areas of their lives.

An 'iceberg' metaphor can illustrate a whole-school restorative approach. The diagram below

emphasises two points:



- The ways in which the whole school community shares the responsibility to build, maintain and repair relationships are the more visible parts of Restorative Approaches. To be effective these processes need to be underpinned by sound knowledge, skills and shared values.
- By focusing the bulk of our effort on building and maintaining relationships, we will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.

WHY ARE RESTORATIVE APPROACHES HELPFUL?

Staff, pupils and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more
- relational approach;
- Better relationships amongst pupils and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

HOW CAN I FIND OUT MORE?

Books:

The Restorative Classroom: Using Restorative Approaches to Foster Effective Learning. Belinda Hopkins (2011). Optimus Education ISBN: 1906517290

Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice. Richard Hendry (2009). Routledge ISBN-10: 0415544270

Mediation and Restoration in Circle Time. Teresa Bliss (2008) Milton Keynes; Teach to Inspire:
a division of Optimus Publishing ISBN: 978-1-906517-05-2

Restorative Solutions: Making it Work. Colin Newton and Helen Mahaffey (2008). Inclusive Solutions UK Limited ISBN-10: 0954635140

Just Schools: A Whole School Approach To Restorative Justice. (2004) Belinda Hopkins. Jessica Kingsley Publishers. ISBN: 1843101327

Websites:

Restorative Justice Council: http://www.restorativejustice.org.uk/

Education Scotland – Restorative Approaches:

http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/approaches/restorative/Index.asp
Transforming Conflict: http://www.transformingconflict.org
Sacro: http://www.sacro.org.uk/html/schools_work.html
The International Institute for Restorative Practices (UK): http://uk.iirp.edu/

Appendix 3
HELPFUL SCRIPTS

30 second script
I noticed you are…
Remember the rule about…You know what is acceptable.
This is the (second/third) time I've had to speak to you and if you continue to choose to…you'll have to (state the consequence).
Do you remember last week when you (state the positive behaviour)? that is what I need to see today.
Thank you for listening.

The 'certain' sentence
If you choose to (state desired behaviour) you can be **certain** I will catch you and give you praise and reward. If you choose to (state the poor choice) you can be **certain** you will receive a consequence. I will leave you to make your decision.

Assertive sentences
You need to…
I need to see you…
I expect…
I know you will…
Thank you for…
I heard what you said, now you must…
We will…

Other useful sentences
I understand you are (state the feeling).
I need you to come with me so we can make this better.
I am here for you. I am listening to you.
This is not who you are.
It's not like you to ….
I'm going to give you some time to think.

Holywell Primary School, Upchurch
Behaviour Policy and Statement of Behaviour Principles

Appendix 4
BEHAVIOUR AND ATTITUDE CHECK-IN

Name				Term	1/2	3/4	5/6
Class		Year Group					

Code	Unacceptable	Acceptable	Very Good
Attendance	Below 92%	93-95%	96-100%

Ready – We make the most of every learning opportunity				
Attendance exceeds 96%. Always arrives on time.	**G**			
Attendance exceeds 93%. Usually arrives on time.	**Y**			
Attendance is less than 90%. Usually/often late.	**R**			
Respectful – We treat each other as we would like to be treated				
Excellent behaviour, friendly, respectful, polite and responsible.	**G**			
Acceptable behaviour, pays attention and concentrates. Few reminders required. Responds to class behaviour strategies when reminded.	**Y**			
Poor/ unacceptable behaviour, distractable, disruptive, aggressive. Requires high level of staff input and reminders.	**R**			
Resilient – We never give up, learn from our mistakes and always try our best				
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed. Consistently demonstrates a growth mindset and Habits of Mind.	**G**			
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard. Occasionally needs reminders about growth mindset and Habits of Mind.	**Y**			
Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input. Struggles with growth mindset and Habits of Mind.	**R**			
Responsible – We are in charge of our own actions and achievements				
Always in school uniform. Remembers PE kit. Adheres to school policy regarding jewellery, makeup, hair-cut, accessories etc. Looks after own, others and school property at all times.	**G**			
Usually in school uniform. Usually remembers PE kit. Responds to reminders regarding jewellery, makeup, hair-cut, accessories etc. Need to take greater care of either their own, others or school property.	**Y**			
Rarely in school uniform. Often 'forgets' PE kit. Does not follow policy regarding jewellery, makeup, hair-cut, accessories etc despite reminders. Does not look after own, others or school property.	**R**			

Appendix 5
RESTORATIVE REPORT

RESTORATIVE REPORT

Name: Date:

What Happened?

What were you thinking at the time?

What have your thoughts been since?

Who has been affected and how?

How can you make things right?

Article 12: Children have the right to say what thy think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 14: Children have the right to think and believe what they want, and to practice their religion, as long as the information is not damaging to them or others.

Article 16: Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their home.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect from their parents, or anyone else that looks after them.

Article 31: All children have a right to relax and play, and join in a wide range of activities.

Pupil

Teacher

Appendix 6

RIGHTS OF PUPILS, PARENTS AND STAFF

We are a Rights Respecting School, achieving our **GOLD** award from UNICEF. Our school values are intrinsically linked with the Convention on the Rights of the Child and extends to all stakeholders.

Rights of Pupils ***Article 3 and 28*** - We have the right to an education ***Articles 12, 17 and 36*** - We have the right to be heard, kept safe and given reliable information ***Articles 13, 14 and 30*** - We have the right to express ourselves, think and believe what we want ***Articles 15 and 31*** - We have the right to meet with friends, play and join a variety of groups ***Articles 17, 23, 27, 33 and*** 34 - We have the right to reliable information, play an active part in the community and a good standard of living ***Article 19*** - We have the right to be safe	**Responsibilities of Pupils** To treat others with consideration and respect To listen when it is others' turn to talk To follow instructions from staff To sort out difficulties without making matters worse To ask for help if/when needed To do their best and let others learn
Rights of Staff ***Articles 1 and 17*** - We have the right to be heard and given reliable information ***Article 19*** - We have the right to ensure we are safe ***Articles 23, 27, 33 and 34*** - We have the right to play an active part in the community and to work in a safe environment	**Responsibilities of Staff** To create a safe and stimulating environment in which the pupils can learn To treat pupils with consistency and respect at all times To communicate regularly with parents
The Rights of Parents ***Articles 1 and 17*** - We have the right to be heard and given reliable information ***Articles 13, 14 and 30*** - We have the right to express ourselves, think and believe what we want ***Articles 17, 23, 27, 33 and 34*** - We have the right to reliable information, play an active part in the community and ensure a good standard of living for our pupils ***Article 19*** - We have the right to ensure our pupils are safe	**Responsibilities of Parents** To get pupils to school on time and ready to learn To treat other people's pupils with respect To talk to pupils about the things they learn in school To tell staff if pupils are experiencing difficulties at school To behave appropriately when in contact with the school (see Behaviour Policy (Adults)

Appendix 7
USE OF PHYSICAL INTERVENTION BY STAFF

The governors of Holywell School have prepared and issued this statement in relation to the use of physical intervention by any staff member when dealing with pupils.
The decision to use physical intervention is one that members of staff must make themselves. Staff are asked to consider the following in relation to the use of physical intervention:

- The duty of care placed on teachers, with the notion of 'in loco parentis', means that a teacher who does not take reasonable steps to protect pupils from physical harm could be seen as negligent in this duty.
- Any person has the right to protect himself/herself from physical harm by another person but in doing so must only use 'reasonable force'.

Should a member of staff use physical means to deal with pupils, the incident should be reported verbally to the Headteacher/Assistant Headteacher as soon as possible. The member of staff will be required to complete a written record of the incident.

WHAT DOES 'PHYSICAL INTERVENTION' MEAN?

The term 'physical interventions' refers to any method of responding to challenging behaviour which involves some degree of direct physical force to limit movement.
There are three broad categories of physical intervention:

- **Direct physical contact** between the staff member and pupil with challenging behaviour (e.g. holding down of arms)
- The **use of barriers** to limit freedom of movement (e.g. locked doors)
- The **use of materials or equipment** to restrict or prevent movement (e.g. the use of arm splints)

USING PHYSICAL INTERVENTIONS

This is a sensitive topic which creates many ethical and practical concerns. Some guidelines are:

- Physical interventions should only be used in the best interests of the pupil
- They should only be used alongside other strategies to help people learn to behave in non-challenging ways
- They should be individualised and reviewed regularly
- They should use minimal force and not cause pain

Appendix 8
How to conduct a search and confiscation

Before a search

The Headteacher or authorised staff member should:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or banned item
- Does not understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate:

- You may use consequences in line with the behaviour policy
- If you do not think that a search is needed urgently, seek advice from the Headteacher, DSL or FLO. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it is necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. **Note**: you can only use reasonable force to search for prohibited items but not other items banned in your school

Searching a pupil's clothes

Search the pupil in an appropriate location which offers privacy from other pupils.
Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Gloves
- Scarves
- Shoes

You **cannot** ask pupils to take off any further items of clothing.

Be sensitive to whether a pupil is wearing outer clothing for religious reasons when you conduct a search. For example, you should not require a female pupil to remove a headscarf worn for religious reasons if your witness is male.

Searching a pupil's possessions

Authorised staff can search lockers, desks and bags in the presence of the pupil and another member of staff (except in cases where there is a risk of harm and where it is not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail).

You may use a metal detector to help with your search if appropriate.