(Management of Pupil)

Behaviour and Relationship Policy

Date Reviewed:	September 2026
Next Review:	September 2027
Review Cycle:	Annual
Reviewing committee:	FGB
Lead Governor Responsible:	
Linked Policies:	Anti-Bullying Child Protection Suspensions and Exclusions Restrictive Physical Intervention Teaching and Learning Equal Opportunities Special Educational Needs Suspensions and Exclusions Acceptable use of ICT Online Safety Low Level Concerns Staff Code of Conduct Home School Agreement
Policy is based upon:	DFE: Behaviour in Schools – advice for Headteachers and Schools 2024 SEND Code of Practice Keeping Children Safe in Education 2026
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

1.Vision

All staff at Hook Juniors share a commitment and collective responsibility to demonstrate and teach positive behaviour. We believe that this will allow pupils to build good

relationships, help them to thrive, to make good progress and to connect with others. We want all children to feel a sense of security, well-being and belonging.

All learners at Hook Junior School have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe.

Every child has “a right to an education; discipline in schools should respect children’s human dignity; education should develop each child’s personality and talents to the full; it should encourage children to respect their parents / carers and their own and other cultures” (Articles 28 and 29, UN Convention). This policy ensures that all children in school receive their rights to a high quality education.

This policy works alongside out Child Protection Policy to ensure that all children are safe and supported. Staff should be familiar with both policies and understand how they work together to safeguard children.

2.Ethos

At Hook Junior School we understand that it is everyone’s responsibility to support children in learning how to behave.

We understand that supporting children in developing socially acceptable behaviours is a life skill that will prepare them for the wider world.

We accept that, no matter what a pupil’s home environment or expectations may be, we uphold high expectations of all.

We recognise our duty to be inclusive and understand that some pupils may need additional support. Provision for these pupils is built into the Behaviour Policy and Guidelines.

We know that children are more likely to succeed if we have the support of families. Therefore, at all times, we aim to work in partnership.

At Hook Junior School we believe that it is our duty to prepare children for a life beyond education in which they will be an active, participating citizen.

Our approach to behaviour is therefore set firmly on key principles of well-being for young people.

Staying Safe—children’s behaviours will keep them and others safe and they will be empowered through language and behaviours to deal with inappropriate actions e.g. bullying.

Be Healthy—children will understand the impact of negative behaviour on our emotional health and understand that our emotions may affect our behaviours

Excellence and Enjoyment—Children will understand that they have a right to enjoyment and happiness and will understand how their behaviour and that of others can affect this right.

Economic Well Being—we want our children to be employable in the future and will instil the key behaviours of respect which will support them in the workplace in adulthood e.g. timekeeping, respect, manners and appearance.

Positive Contribution—as citizens of the future, we want our children to contribute purposefully to the wider society through the promotion of altruistic behaviour.

Hook Junior School supports and upholds the United Nations Rights of the Child. We believe that pupil behaviour towards each other is a key factor in upholding these rights and therefore the following articles from the convention are key to our policy and practice.

All children should be protected from violence, abuse and neglect, and governments should protect them. Article 19

Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you. Article 34

No child should be punished in a way that humiliates or hurts them. Article 37

All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously. Article 12

All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others. Article 13

All children have the right to meet, make friends with, and join clubs with other children. Article 15

All children have the right to privacy. Article 16

Parents should help children learn what is right and wrong. Article 14

Education should teach children to respect their parents, their own and other cultures. Article 29

Education should prepare children to live responsibly and peacefully in a free society. Article 29

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

3.Legislation and statutory requirements

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

- Behaviour in Schools Guidance for Schools 2024
- Searching, screening and confiscation at school
- The Equality Act 2010
- Reasonable Force
- Supporting pupils with medical conditions at school
- special educational needs and disability (SEND) code of practice.
- Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils. The Governing Body has a duty requiring them to make arrangements and to ensure that functions are carried out in regard to safeguarding and welfare.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- The Crime and Policing Act 2026, which removes the supervision exemption for volunteers in regulated activity
- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Aims

This policy aims to:

- Create a positive culture that promotes excellent behavior, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Work in conjunction with the Child Protection Policy to ensure that behaviour management and safeguarding are integrated, recognizing that changes in behaviour may indicate safeguarding concerns.

5.Roles and responsibilities

Definition of Staff:

For the purposes of this policy, 'staff' includes all adults working with children at Hook Junior School, including:

- All employed staff (teaching and support staff)
- Supply staff and trainee teachers
- Volunteers who frequently teach, train, instruct or supervise children (who are in regulated activity and subject to enhances DBS checks with barred list information)
- Contractors working regularly with children
- Governors when working directly with pupils

All adults working with children are expected to adhere to the behaviour expectations set out in this policy and to model positive behaviour at all times.

The governing board

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Senior Leadership Team
- Monitoring the policy's effectiveness
- Holding the Senior Leadership Team to account for its implementation

The headteacher

- Reviewing the policy in conjunction with the governors
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Behaviour Leader

- Monitoring behaviour and detention records on CPOMS
- Undertaking formal monitoring of the number of incidents, types of incidents and pupils and feedback actions to SLT
- Analysing behaviour data for trends showing disproportionate impact on any group of pupils, including those with protected characteristics
- Monitoring and support teachers to address low level class behaviour
- Carrying out observations at least once a term in order to see that this policy is delivered consistently by all members of staff throughout the school day.
- Formally report to the Governing Body on behaviour monitoring, actions and outcomes, including any disparities identified in sanctions applied to different groups

Staff

- Implementing and administering the behaviour policy consistently
- Modelling positive behaviour and positive language
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on CPOMS, including relevant protected characteristics where appropriate
- Providing support to children to enable them to make positive behaviour choices and support behaviour development
- Communicating directly with parents
- Maintaining private records of warnings and sanctions to protect pupil dignity
- Involving parents early when patterns of concerning behaviour emerge

Parents

Parents are expected to:

- Support the school's values, ethos and behaviour policy
- Support their child in adhering to the pupil code of conduct and school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Work collaboratively with school staff to identify causes of behavioural issues and develop joint home-school strategies

6.Pupil Code of Conduct – Golden Rules

At Hook Junior School we believe that teaching children positive behaviour is the basis for success and happiness in life and as part of society. We recognise it is the responsibility of all adults in school to model, identify, celebrate and advise on behaviour in a constructive, positive manner.

Our school rules and rewards will be visible, attainable, consistent, valued and understood by all adults and pupils.

The beliefs outlined in this policy are underpinned by our school Golden Rules.

WE WILL	WE WILL NOT…
1…be respectful to all adults and each other	**1…be disrespectful to adults or each other**
2…be kind, caring and helpful	**2…hurt other people's feelings**
3…be honest	**3…physically hurt anybody**
4…be polite	**4…cover up or hide the truth**

5…listen to others **6…always try our best** **7…look after property**	**5…to waste our learning time or that of others** **6…waste or damage property or equipment**

7. Desirable Behaviours

At Hook Junior School, we understand behaviour as a means of communication. Every behaviour communicates a message. Behaviour is an action or reaction to any situation that can be positive, negative or indifferent. We believe that our focus on the following 'Desirable behaviours' will support our pupils to be happy:

Respect
Responsibility
Tolerance
Trust
Honesty
Self –control
Empathy
Independence
Compassion
Integrity
Altruism
Courtesy and manners

We uniquely set our children's learning within our positive Growth Mindset. Although these skills relate broadly to all aspects of children's learning, they specifically relate to behaviour in the following ways.

Identity
If I have strength of character and confidence in who I am as a person, I will be better placed to resist the efforts of those who might try to lead me astray. I know that I always have a choice.

Communication
I will learn how to communicate my needs and wishes eloquently and clearly; "Please stop it, I don't like it!" I will know where to seek help from an adult when I need it.

Enquiring Minds
I will always seek to understand more both about myself and others. I will try to understand others' points of view, even when they may not be the same as mine.

Responsibility
I, and I alone, am responsible for my behaviour. I can always choose how to respond in any given situation.

Resilience
Sometimes, life is challenging and this can affect my behaviour. I can learn to be emotionally resilient and this will help me overcome difficulties.

Risk Taker

I can learn to take appropriate risks and know the effects of taking inappropriate risks both by myself and others.

Sense of Humour
Sometimes I need to laugh at myself or with others. Laughter can diffuse situations and bond people together. It's a great way of making friends.

Teamship
Learning how to work with others, even those I may not like, is an important part of leading a successful adult life.

Motivation

I am the master of my destiny and I can motivate myself and others to behave differently and respond appropriately to difficult situations.

8. Positive Language

We believe that it is important to use positive, constructive language to illicit desirable behaviours. Children who demonstrate consistent, good behaviour will be recognised as follows for example:
· *You have shown me that you have taken responsibility for your behaviour by making the right choice and…*

Sanctions will also be dealt with using language as follows for example:
· *On this occasion you did not show us that you are being a good team member. Everyone here has the right to be happy so you need to work on your teamship skills.*

Children's appearance and their demeanour in the classroom will be dealt with using language such as:
· *Could you please tuck your shirt in and show me that you are ready for learning.*
· *Please sit up straight and show me that you are ready for learning.*

Children's use of manners is expected at all times and will be positively recognised – Sorry, Thank you , Excuse me, Please.

9. Rewards

All people, whether children or adults respond to praise. It follows therefore, that children who strive to follow the expectations set down for them will be rewarded positively for their efforts. Rewarding good behaviour is more effective than drawing attention to misbehaviour. We will therefore praise children publicly (if appropriate) and keep the profile of misbehaviour low. Every effort will be taken to ensure all children receive praise and encouragement in a fair and consistent manner. It is the behaviour that is rewarded.

The following are a range of rewards that all staff may use to reward positive behaviour of any kind:

- Non-verbal praise – a nod, smile, thumbs up, etc.

- Sincere verbal praise of an individual, group or class with an explanation why their behaviour warrants praise.
- Awarding of house points or raffle tickets given one at a time. Raffle tickets reward positive behaviours, attitudes and application and are recorded by the teacher
- Each class also has a house point chart displayed in the classroom. House points are mainly given for effort, progress and attainment in learning tasks. The child in each class with the most weekly house points is named 'Star of the Week'.
- Some children as part of their own individual behavioural plan, have their own rewards built into their support programme. During the period of time these children are on their own reward system, staff are asked to focus on using these specific rewards rather than duplicating house points or raffle tickets for the same behaviours that have already been recognised.
- Celebration Assemblies – Every Friday, teachers will award a certificate to a child in their class who has demonstrated the school values that week.
- Public praise. Talking to or calling parents/carers at the end of the day.
- Sending high quality work or note for reward to the Headteacher or Deputy Headteacher or Assistant Headteacher
- Extra responsibility given to pupil as a result of their consistently good behaviour. In Year six, this includes being considered for various roles and responsibilities across the school.
- Golden time - class are rewarded ' x minutes' built up over time (to a maximum of 10 minutes) to undertake a chosen activity.
- Use of annual end of year reports and time during parent/carer learning consultations for the teacher to comment favourably on behaviour and attitudes to learning.

10.Sanctions

Link to Safeguarding:

Staff must recognise that behaviour issues can indicate safeguarding concerns. Before applying sanctions, staff should consider whether the behaviour may be:

- A response to abuse, neglect or exploitation
- Related to unmet special educational needs
- A communication of distress or trauma
- An indicator of mental health difficulties

Where staff have any concerns that behaviour may indicate a safeguarding issue, they must report this to the DSL in accordance with the Child Protection Policy, even if sanctions are also being applied.

The Child Protection Policy takes precedence when there are safeguarding concerns.

It is the responsibility of **every member** of staff to help children modify undesirable behaviour through their own preventative behaviour management strategies prior to applying the schools sanction system.

Line management for reporting and dealing with behaviour issues is as follows: Staff (any) who witness an incident, or to whom an incident is reported deals with incident, investigates it fully, supports the children, records it and informs the class teacher.

1) Class teacher
2) Year Leads and / or SENDCo (SLT)
3) Assistant Heads – Lower and Upper Phase (SLT)
4) Deputy Head and / or Headteacher (SLT)

If there is a serious misbehaviour incident this is to be reported directly to any or all of the Senior Leadership Team.

All children should be clear what the sanctions are and what will happen next if they misbehave. When expectations of each child are made explicit it is equally important that they know the sanctions that will follow their actions. In this way each child is making a conscious choice about the way they choose to behave and will know the consequences of their actions. Each child then has to accept responsibility for their actions.

Sanctions will be applied fairly and consistently by all members of staff. If children are to be given every opportunity to demonstrate desirable behaviour it is important that they have a fresh start and a clean slate at the beginning of a session within the day (The start of the day and the start of the afternoon) when appropriate.

All sanctions must be administered in a way that does not publicly humiliate or ridicule pupils.

When dealing with any behaviour incidents between pupils, the information about the behaviour, the actions taken and the sanctions administered is confidential to both the school, the parent and their child only. The school will not discuss sanctions, behaviours and actions of any other children other than their own.

Behaviour causing distraction (this is not a conclusive list but an example of the types of behaviour- adults to use professional judgement)

Calling out Not listening Not completing tasks Poor attitude Disruption in lessons and at break and lunchtimes
More serious behaviour:
Showing signs of disrespect towards others Arguing back Being rude Swearing Refusing to follow instructions
Serious misbehaviour:
Injury to another child Aggressive behaviour (where the child is putting themselves or others at risk) Repeated breaches of the school rules Any form of bullying Vandalism Theft Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items e.g. knives or weapons, stolen items, drugs

Daily

Sanctions for behaviour causing distraction:

1. For any child displaying behaviours that cause distraction, a private verbal warning is given to the child. It is explained to the child which of the Golden Rules they have broken and the adult clearly gives the child guidance about how their behaviour can be improved. The teacher records this warning privately. The child is warned that if their negative behaviour continues, they will move to the next step.
2. If the child continues not to follow school rules, the teacher records a second warning privately. The child is spoken to privately and it is explained which of the Golden Rules they have broken and that they can avoid further sanctions if they correct their behaviour. The child is also warned that if they continue to make the wrong behavioural choices, then the next step will be implemented.
3. If negative behaviour continues after the second warning, the child will receive a 10-minute detention. Detention will take place at morning break in the office area manned by a member of the Senior Leadership Team. It will be verbally explained to the child the reason for the detention, referencing explicitly to the Golden Rules. The staff member who has awarded the detention is required to clearly record the reasons for the detention on CPOMS and inform the parent / carers at the end of the day.
4. If the child continues to make negative behavioural choices after the detention has been given, a member of the SLT will be contacted. Parents to be contacted about behaviour at the end of the school day.

At the end of each session (morning and afternoon), every child has a fresh start with their warning record reset. This allows each child to demonstrate improved behaviour choices.

Continuous Monitoring and Intervention

1. If a child starts to receive three detentions in a half-term period or less, the parents will be contacted and a meeting set up between the class teacher and behaviour leader to discuss strategies that can be used to support positive behaviour choices. This meeting will follow a collaborative approach:
    - Identify the cause of the problem behaviour – considering whether it is related to home or school life, unmet needs, or other factors
    - Analyse the problem – review behaviour logs to identify triggers and patterns, and use insight from parents to paint a fuller picture
    - Develop a plan – the plan should include interventions and strategies to be implemented both at home and at school
    - Implement and evaluate the plan – involve parents in deciding whether the intervention is successful and make adjustments as needed

The discussion will include trying to establish possible reasons for the child's behaviour, including consideration of any unidentified special educational needs, mental health issues, or safeguarding concerns. If the pupil receives support from third-party professionals (e.g., social worker, virtual school head for looked after children), these professionals may be contacted to provide insight and support.

2. If poor behaviour continues then the child will be placed on a Behaviour Support Card (Appendix 5). This contains clear targets for the child to achieve and a system of reward linked to individual motivation. This will monitor the child's behaviour throughout the school day. The card will be reviewed by the class teacher and Behavioural Leader in collaboration with parents. This is a short-term measure and should last no longer than 2 weeks. During this 2-week period, the child will receive mentoring sessions from the Behavioural Lead to focus on identified possible reasons behind their behaviour e.g., low self-esteem, friendship difficulties.
3. At the end of the 2 weeks, if there are no signs of improved behaviour, an IBMP (Individual behaviour management programme) will be written in consultation with the Behavioural Lead. The child is set specific behaviour targets to work towards and further interventions put in place. This will be shared and discussed with parents and be reviewed weekly.
4. After 2 further weeks, if the IBMP and interventions are not having the desired impact on behaviour, a referral will be made by the Inclusion Leader to the Primary Behavioural Support Service (The Hive).

As with any sanction system there will always be situations that arise which require members of staff to use their professional judgement and common sense when applying the sanctions listed above.

11.THRIVE

The THRIVE approach supports and encourages the development of confident, curious, creative and capable children who are open to learning and better equipped to deal with life’s ups and downs.

We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We recognise that

behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses.

Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

We currently have one trained THRIVE practitioner who is also our Behavioural Lead. Our staff regularly have CPD updates in THRIVE approaches in order to deepen their knowledge, identify good practice and further develop our school ethos. A good proportion of our assembly themes are focused around the THRIVE approach and any accompanying resources are used. Where needed, children are screened and action plans drawn up for individual sessions to address their identified area of need.

12.Bullying

At Hook Junior School we believe that bullying is wholly unacceptable and will not be tolerated. 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 (physically or emotionally)
- Repeated often over a period of time
- Difficult to defend against

All staff are expected to be vigilant to issues between individuals or groups which might be bullying and tenacious in dealing with it.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Receiving an Allegation of Bullying

When an allegation is received staff will take the matter seriously and will investigate it fully in line with our Anti-bullying Policy. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. Where staff find that there has been an incident of bullying they MUST record it on CPOMS, report it to the Senior Leadership Team and parents of all the children involved.

Bullying and Safeguarding:

Some forms of bullying are also safeguarding concerns and mist be addressed under the Child Protection Policy. This includes:

- Bullying that involves sexual violence or sexual harassment
- Bullying that involves serious physical assault
- Bullying linked to exploitation or radicalisation
- Bullying that involves making or sharing nudes or semi-nudes (including generated or edited by AI)
- Bullying that places a child at risk of significant harm

In these cases, staff must report to the DSL immediately and follow the procedures in the Child Protection Policy (see Annex 6)

Dealing with Bullying

Bullying is a serious issue and parents of all children concerned will be notified. Staff will communicate to parents the outcomes and actions taken and parents of the perpetrator/s the sanctions to be delivered. Staff will also communicate any support to be offered to the victim and /or the perpetrator/s to ensure that behaviour is modified, positive behaviour choices are made in the future.

13.Prejudicial Language and Discrimination

*"**Prejudice and discrimination** seriously limit **children's** development and growth. They lead to some children being left out and denied the opportunity to develop friendships and to learn new things...in the end, everybody loses out from the effects of prejudice and discrimination."*

Fairplay, Barnardos.

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity.

Within our school we will not tolerate any prejudicial language or behaviour aimed at pupils or adults.

The following quote was first recommended as a working definition for racist incidents by The Stephen Lawrence Inquiry and has since been extended to cover all incidents related to the protected characteristics set out in The Equality Act 2010:

"A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person."

The Act uses the term *protected characteristics* to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful.

The protected characteristics are:
• age
• disability
• gender reassignment
• marriage and civil partnership
• pregnancy and maternity
• race
• religion or belief
• sex
• sexual orientation

The most common prejudice-related incidents take the form of:
• prejudicial language
• ridicule and jokes
• verbal abuse (including sexist, misogynistic or misandrist comments)
• physical assault
• graffiti or damage to property
• discriminatory behaviour, e.g. refusing to work with a pupil because of their religion
• incitement to behave in a prejudicial manner, e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature
• cyber bullying.

At Hook Junior School, it is important our staff record, track and respond to prejudicial behaviour in order to:

• **identify patterns:** identifying trends will enable schools to better tailor programmes of education and carry out more preventative, rather than reactive, work

• **identify training needs:** understanding the nature and frequency of prejudice-related incidents allows training needs for staff and pupils to be identified and targeted training to be delivered

• **monitor the success of strategies**

• **ensure accountability:** thoroughly recording incidents, and all of the actions taken in response, will ensure that staff members and the school are accountable for their actions

• **provide a safe environment for staff and pupils:** recording prejudice-related incidents

• **demonstrate to both staff and pupils that the school has a positive ethos:** where all pupils are valued, and prejudice and discrimination are not accepted.

Any incidents of prejudicial language and behaviour, staff will use Hampshire's bullying and prejudice-based incident report form (PLAB) which will then be reviewed by the Behavioural Leader. This will be reported on an annual basis to Hampshire County Council's data collection team.

When staff identify prejudicial language or behaviour, even at a 'low-level', they will:

- Explain to the pupil why the comment or behaviour was not acceptable, referencing our school values of respect and tolerance
- Ask the pupil to apologise to anyone the comment or behaviour was directed at (if appropriate and safe to do so)
- Record the incident on CPOMS under prejudicial language, including relevant protected characteristics. Attach completed PLAB
- Inform parents the same day with a brief phone call or conversation, explaining what was said/done, how it was addressed, and requesting that the family discuss appropriate language and behaviour at home
- Monitor the pupil's behaviour for any recurrence
- If the behaviour continues or escalates, follow the sanctions outlined in Section 10 of this policy

Staff will receive training to help them:

- Recognise prejudicial language and behaviour, including subtle forms
- Respond confidently and consistently using age-appropriate language
- Understand the difference between a pupil genuinely not understanding the impact of their words/actions versus deliberately harmful behaviour

14. Child on Child Abuse

This section should be read in conjunction with Annex 6 of the school's Child Protection Policy, which provides detailed procedures for responding to child-on-child abuse.

This section of the policy is about how staff should respond to all reports and concerns of child-on-child abuse, including harmful sexual behaviour, sexual violence and sexual harassment. This includes incidents that have happened outside of school, and/or online. All staff are advised to maintain an attitude of "It could happen here".

Schools not recognising, acknowledging or understanding the scale of harassment and abuse, and/or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst-case scenario a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying);
- **abuse in intimate personal relationships between peers**;
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- **sexual violence** such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- **sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment. Sexual harassment, such as sexual comments (**sexist comments** are those which discriminate based on sex, particularly against women), remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- **making or sharing of nudes or semi-nudes** (including images that are digitally altered or wholly generated using artificial intelligence, including 'deepfakes' or 'deep nudes'). All incidents require a safeguarding response, whether the making or sharing is consensual or non-consensual;
- **upskirting,** which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- **initiation/hazing type violence and 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);
- **Sexism and misandry** -behaviour or attitudes that create stereotypes of social roles based on sex, or discriminatory attitudes towards men or boys.

Understanding Harmful Sexual Behaviour (HSB)

Harmful sexual behaviour exists on a continuum, from age-appropriate sexual development and experimentation through to sexually harmful behaviour and sexual violence. It is important that all staff understand this continuum so they can respond appropriately and proportionately.

Age-appropriate sexual behaviour may include:

- Age-appropriate curiosity about bodies and relationships
- Use of sexual language that reflects what children hear in their environment
- Exploration that is mutual, spontaneous and light-hearted

Concerning sexual behaviour (HSB) may include:

- Sexual behaviour that is secretive, compulsive or coercive
- Sexual behaviour that involves significant age or development differences
- Sexual behaviour that causes distress, harm or concern to the child or others
- Persistent sexual behaviour despite intervention

Sexual violence includes:

- Rape, assault by penetration, or sexual assault
- Behaviour that clearly meets criminal thresholds

The school will respond to all points on this continuum, with interventions proportionate to the nature and severity of the behaviour. Early intervention for concerning behaviour can prevent escalation to more serious harm.

Staff should consult with the DSL if they are unsure whether a behaviour is age-appropriate or concerning. The DSL will have an understanding of HSB and how this might present in our school context.

Sexist comments and misogyny/misandry in school:

We will not tolerate verbal abuse. We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments, misogynistic or misandrist comments.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Record the incident on CPOMS under prejudicial language
- Monitor their behaviour for any recurrence
- Inform parents and work in partnership to support and educate the pupil
- Utilise the behaviour policy sanctions if appropriate

Our RSHE curriculum will cover what healthy and respectful behaviour towards one another looks like, including understanding and challenging sexism, misogyny and misandry.

Sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Any incidents of sexual harassment will be challenged and addressed immediately by school staff ensuring that we support, educate and protect the alleged victim and perpetrator. Adults will consider the age and developmental stage of each individual ensuring the sanction is balanced between education and safeguarding. We will monitor the frequency of these incidents for recurrence.

As a school, we will only exclude a child if the incident involves sexual assault, as recommended by the police. Children involved will be kept in isolation until all investigations and actions have taken place. All staff receive regular safeguarding training so they are aware of the process for reporting these incidents.

Responding to reported incidents:

For all incidents of sexual violence and sexual harassment, we will record the assessment in annex 7 in the child protection policy. For all other areas of child on child abuse, we will use the risk assessment in appendix 7 of this policy. The risk assessment will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Our response to incidents will be:

- Proportionate
- Considered

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

We will support and listen to all of the pupils involved. The alleged perpetrator will be offered support and education so that they can change their behaviour.

If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2018) guidance. Staff taking the report will inform the DSL /DDSLs as soon as practicably possible but at least within 24 hours. Staff taking a report will never promise confidentiality.

If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to **Children's Social Care (01329 225379).**

Possible sanctions:

It is not possible to map out perfectly which sanctions will be used for which behaviours, as the context will impact how we handle each incident. We will take the safety and wellbeing seriously, listen to all accounts carefully, act on any concerns and not tolerate or accept abuse.

After all incidents we will involve parents and only after serious incidents involve the police.

Appropriate sanctions to list might be:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

How to decide what sanction is appropriate

The response to each incident will be proportionate in our school. For example, we will address a 'lower-level' incident such as a sexist comment through education, our RSHE curriculum and the way our school promotes respect.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

The following considerations will be considered for each case:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- Whether the behaviour sits on the continuum of HSB or constitutes sexual violence
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

We will only use exclusion from school in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault. If this happens and we still wish to keep the pupil in school, we will need mitigations in place based on risk assessment to protect other pupils, such as keeping that child in isolation.

Taking the wishes of the victim(s) into account:

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen to the victim(s), their wishes will inform our response to make the final decision.

Culture of respect

Due to a wider society culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. We create a culture and ethos of respect, tolerance, acceptance and diversity making it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

We will encourage pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We will let pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

We will make it clear that reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early to help them avoid criminal offences later in life

Promoting appropriate sexual behaviours:

As well as focusing on what is inappropriate, we will help pupils to understand what good and healthy sexual behaviour means.

Our RSHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships
- Challenging sexism, misogyny and misandry
- Ensuring our curriculum and wider life aspects of the school are gender inclusive

Getting parents involved immediately

We will monitor these incidents and keep a record on CPOMS. No matter how ‘low-level’, we will let parents know what their child has said or done.

This will help us to:

- Get the parents on board in condemning the behaviour
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour
- Work towards a solution together

This can be a phone call or a face-to-face meeting, but it's important that it happens **immediately** and **every time** staff have concerns about a child's behaviour.

Offering support to the perpetrator

We will offer the perpetrator a safe space to explain what may have happened to them and to discuss how their actions weren't appropriate. We recognise that sometimes when pupils demonstrate harmful sexual behaviour towards one another, it may be because they are communicating their own experience of abuse or trauma. We will gently but firmly condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experiences.

As a school, we will devise a plan to help the perpetrator modify their behaviour – this may involve counselling, clinical support, ELSA, Lego Therapy, a referral to a relevant external agency (if appropriate) or an outreach programme so that children can hear first-hand the impact of their behaviour(s.)

For more serious offences or patterns of harmful sexual behaviour, we may consider:

- Arranging for the perpetrator to engage with specialist services such as the Lucy Faithfull Foundation's Inform Young People programme, which offers training and support for young people in trouble with the police or their school for inappropriate online behaviour, including sexting
- Contacting our nearest rape crisis centre to explore whether they offer outreach programmes where perpetrators can meet with survivors of sexual abuse who feel comfortable talking about their experience (where appropriate for the age and circumstances)
- Referral to specialist therapeutic services that work with children displaying harmful sexual behaviour

All support for alleged perpetrators will be coordinated by the DSL in consultation with relevant external agencies and will be documented as part of the safeguarding response.

15.Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

Understanding the link between behaviour and safeguarding:

- Behaviour can be a form of communication. Changes in behaviour, or persistent concerning behaviour, may indicate that a child is:
- Experiencing abuse, neglect or exploitation
- Witnessing domestic abuse
- Affected by parental substance misuse, mental health issues or imprisonment
- Experiencing peer-on-peer abuse
- At risk of exploitation (sexual or criminal)

- Experiencing mental health difficulties
- Being bullied or harassed

Staff responsibilities:

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 Policy**, and consider whether:

- An immediate safeguarding referral is needed (see Child Protection Policy Section on Referral and Annex 1 flowchart)
- Pastoral support is appropriate
- An early help intervention is needed
- A referral to children's social care is appropriate

Key principle: The child's safety always comes first, even when they're behaving in a very challenging way.

When to prioritise safeguarding over behaviour sanctions:

Staff should discuss any severe, persistent or concerning behavioural issues with the DSL before issuing sanctions. The DSL will consider:

- Whether there are potential safeguarding issues
- Whether there are barriers to disclosure, recognition or addressing of safeguarding issues
- Whether the child should be referred to external support
- How to balance the needs of the individual pupil with the wellbeing and safety of the wider school community

Related policies and procedures:

Staff should be familiar with the following sections of the Child Protection Policy:

- Annex 4: Dealing with Disclosures
- Annex 6: Sexual violence and sexual harassment between children
- Annex 10: What is child abuse? (including indicators)
- Annex 11: What staff should look out for: support before statutory intervention

16.Off-site behaviour

Sanctions 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

Sanctions 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
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

17.Online Misbehaviour

The school can issue behaviour sanctions 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

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

Mobile Phones

Hook Junior School operates as a mobile phone-free environment. Pupils are not permitted to access mobile phones during:

- Lessons
- Breaktimes
- Lunchtimes

If a pupil brings a mobile phone to school, it must be handed in to the school office at the start of the day and collected at the end of the day. Any pupil found using a mobile phone during the school day will have it confiscated and parents will be contacted.

Further details are available in our Acceptable Use of IT Policy.

Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place on all school devices and school networks to safeguard children online.

Responsibilities:

- Chris Grant (Business Manager) is responsible for filtering and monitoring systems
- Systems will be reviewed at least once every academic year by, supported by the DSL and our IT support provider
- Records of these reviews will be maintained and reported to governors annually
- All staff understand their roles and responsibilities in relation to filtering and monitoring, including how to report concerns

Staff training includes understanding of roles and responsibilities in relation to filtering and monitoring. Any concerns about filtering or monitoring should be reported immediately to Chris Grant or the DSL.

We recognise that technology and risks related to it evolve and change rapidly. We will carry out regular reviews of our approach to online safety, including the use of artificial intelligence, to consider and reflect the risks to our pupils.

18.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 consider whether to 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 consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs 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.

19.Severe Misbehaviour

Safeguarding considerations:

Before responding to severe misbehaviour, the DSL must assess whether the behaviour indicates:

- A safeguarding concern about the child displaying the behaviour
- A safeguarding risk to other children
- A potential criminal offence

Where safeguarding concerns are identified, the procedures in the Child Protection Policy will be followed alongside (or instead of) behaviour sanctions.

Severe misbehaviour that constitutes child-on-child abuse (including sexual violence, sexual harassment, serious physical assault, or behaviour linked to exploitation) will be managed primarily under the Child Protection Policy (Annex 6)

Incidents which are considered to be very serious must be dealt with immediately by a member of the senior leadership team and may bypass the previous sanction steps.

Any behaviour deemed to be serious will result in immediate contact with parents. A member of the senior leadership team will consider carefully the type of serious incident the child has been involved in. It may be appropriate to use one of the sanctions below:

- Fixed period of internal exclusion (playtime, lunchtime)
- Restriction of privileges and responsibilities.
- Extended period of Break-time supervision.
- Specific behavioural support programme or intervention
- Report of incident to the police.

Suspensions and Exclusion

The school has a linked Suspension and Permanent Exclusion Policy which follows DFE and Hampshire County Council's guidance on exclusion. Only the Headteacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a

rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single, very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.
Before reaching a decision the Headteacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration
- If necessary consult others.

20.Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Removal from the classroom will be treated as a sanction of last resort. Before removing a pupil, staff will consider and exhaust alternative approaches including:

- Working collaboratively with parents to identify and address underlying causes
- Running interventions to promote self-esteem and self-regulation (e.g., nurture groups, THRIVE sessions)
- Providing 1-on-1 pastoral support to address root causes of behaviour
- Adjusting the learning environment or curriculum to better meet the pupil's needs
- Consulting with the SENDCo to determine if there are unmet special educational needs

When removal is deemed necessary:

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. However, in situations where removal is used to allow a pupil to regain calm in a safe space and the pupil successfully reintegrates within the same session, staff may use their professional judgement about whether parental notification is necessary. In such cases, the incident will still be recorded on CPOMS for monitoring purposes.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the CPOMS behaviour log.

The behaviour lead will monitor removal data to identify:

- Whether removal is being used disproportionately for certain groups of pupils
- Whether alternative strategies were attempted before removal
- Patterns that suggest additional staff training or support is needed

Safeguarding considerations:

If a pupil requires frequent removal from classrooms, staff should consider whether this pattern indicates:

- Unmet special educational needs
- Mental health difficulties
- Safeguarding concerns (e.g., abuse, neglect, exploitation)
- Trauma or adverse childhood experiences

The Behaviour Leader and DSL will review patterns of removal to identify any safeguarding concerns. Where concerns are identified, the Child Protection Policy procedures will be followed.

21.Reasonable Force

We have a linked policy on Restrictive Physical Intervention. Two members of our staff are Team Teach trained (September 2025)

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force 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 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.

22. Confiscation

Any prohibited items found in pupils' possession will be confiscated by any member of staff. These items will not be returned to pupils.

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.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. This includes a list of prohibited items that teachers are permitted to search for.

23.Responding to Misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

For some pupils with SEND, we may use individual check-in cards as a proactive support tool. These cards:

- Are kept privately at the pupil's desk
- Allow the pupil and teacher to track progress against specific, personalised behavioural targets
- Focus on positive goals rather than sanctions
- Provide regular feedback and encouragement
- Are reviewed regularly with the pupil, parents and SENDCo (as required)
- Help identify patterns and triggers so that additional support can be put in place

This approach maintains the pupil's dignity while providing the structure and feedback they need to succeed.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may 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 that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding and SEND:

When evaluating a pupil with challenging behaviour, the SENDCO and DSL will work together to consider:

- Whether unmet SEND may be contributing to the behaviour
- Whether the behaviour may indicate safeguarding concerns
- Whether the child requires both SEND support and safeguarding intervention

Staff should be aware that:

- Children with SEND are more vulnerable to abuse and exploitation

- Children with SEND may face additional barriers to disclosing abuse
- Behaviour that appears to be related to SEND may also be a response to abuse or neglect

The Child Protection Policy (Annex 11) provides guidance on identifying children who may need early help, including those with SEND.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

24. Exceptional Circumstances

The Headteacher, or in her absence the Deputy Headteacher, reserves the right, if appropriate to override the structure outline in this policy and may:

1. Inform the parents directly in the event of unacceptable behaviour
2. Remove privileges and / or withdraw a child from groups, activities, sporting events, take away responsibilities, etc.

25. 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. Where necessary, individual meetings around specific children take place with key staff and parents / carers.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff before the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Facilities and activities based on biological sex

In accordance with Keeping Children Safe in Education 2026 and the Equality Act 2010, the school has a duty to ensure the safety, privacy and dignity of all pupils.

The following provisions apply:

- Children are prohibited from entering:
- Toilets designated for the opposite biological sex
- Changing rooms designated for the opposite biological sex
- Any boarding or residential accommodation designated for the opposite biological sex (where applicable during school trips or residential visits)

This also applies to participation in:

- PE classes designated for a specific sex
- Sports designated for a specific sex

Important points:

- These restrictions apply at all times and in all circumstances, including during any period of social transition support
- The school will record a child's biological sex accurately wherever it is recorded
- Staff should handle any concerns sensitively and with respect for all pupils
- Any questions or concerns should be referred immediately to the DSL

Staff responsibilities:

- All staff are responsible for ensuring these provisions are followed
- Staff should challenge any breach of these provisions respectfully but firmly
- If a pupil attempts to enter facilities designated for the opposite biological sex, staff should:
    - Calmly redirect the pupil to the appropriate facilities
    - Explain that all pupils must use facilities designated for their biological sex
    - Record the incident on CPOMS
    - Inform the DSL

Supporting pupils:

- Where a pupil has specific needs or concerns about using facilities designated for their biological sex, parents should contact the DSL to discuss what reasonable adjustments or alternative arrangements might be appropriate
- Any such arrangements will be made on a case-by-case basis, in consultation with parents, and must not involve access to facilities designated for the opposite biological sex

Safeguarding information:

Where a pupil has been subjected to safeguarding concerns or child protection procedures, the DSL will:

- Transfer the child protection file separately and securely to the new school
- Contact the DSL at the receiving school to discuss the case
- Follow the procedures in the Child Protection Policy regarding transfer of safeguarding records.

This ensures that safeguarding support continues seamlessly when a child moves schools.

Social Transition

The school recognises that some children may question their gender identity. We are committed to supporting all pupils with sensitivity and care, while ensuring that any decisions are made in the best interests of the child and in partnership with parents.

School approach:

The school will not initiate any action regarding a child's social transition. We will only respond if:

- A child specifically requests support, or
- A parent specifically requests support

Primary school considerations:

As a primary school, we will exercise **particular caution** in relation to social transition. We recognise that primary-aged children are at an early stage of development and that gender-related distress in childhood does not necessarily persist into adolescence.

Support for full social transition will be agreed **very rarely** in primary settings and only after:

- Thorough discussion with parents
- Careful consideration of the child's age and developmental stage
- Assessment of potential risks and benefits to the child's wellbeing

- Involvement of appropriate external professionals where necessary (e.g., educational psychologist, CAMHS)
- Agreement from the Headteacher and DSL

Working with parents:

- Parents will be involved in all decisions relating to their child, except in exceptionally rare cases where doing so would pose a greater risk to the child
- Any such exceptional cases must involve the DSL and Headteacher and will be managed in accordance with our Child Protection Policy
- The school will not adopt any changes relating to social transition (such as change of name, pronouns, or uniform) without a decision involving parents

Recording information:

- The school will record a child's biological sex accurately wherever it is recorded, in accordance with legal requirements
- This includes school registers, data returns, and safeguarding records

Staff responsibilities:

- Staff should respond to any questions or requests from pupils about gender identity with sensitivity and care
- Staff should not make any commitments or changes without involving the DSL and parents
- Any requests or concerns should be referred to the DSL immediately
- Staff should maintain confidentiality and handle all discussions with discretion

Support for pupils:

- All pupils will be treated with dignity and respect
- Pupils experiencing gender-related distress will be supported through our pastoral care systems
- The school will work with parents and, where appropriate, external professionals to ensure the child receives appropriate support
- This support will focus on the child's overall wellbeing and will not assume that social transition is the appropriate response

Further guidance:

Staff should refer to the school's Child Protection Policy and seek advice from the DSL if they have any questions or concerns about supporting a child in relation to gender identity.

26. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Staff training will include:

- How to recognise and respond to prejudicial language and behaviour, including subtle forms
- Understanding the difference between a pupil genuinely not understanding the impact of their words/actions versus deliberately harmful behaviour
- Strategies for maintaining private records of warnings and sanctions
- How to work collaboratively with parents to address behavioural concerns
- Recognising signs that harmful behaviour may indicate a pupil's own experience of abuse or trauma

- Understanding unconscious bias and how to ensure sanctions are applied equitably across all groups

27. Monitoring arrangements

The Behavioural Leader will:

- monitor behaviour and detention records on CPOMS on a weekly basis to ensure rapid support and intervention
- undertake formal monitoring of the number of incidents, types of incidents and pupils and feedback actions to Senior Leadership Team once a month
- analyse behaviour data by protected characteristics (including ethnicity, SEND status, FSM eligibility, gender, and other protected characteristics) to identify any disproportionate impact on particular groups
- report to SLT on any disparities identified and recommend evidence-based actions to address them
- monitor and support teachers to address low level class behaviour
- monitor the use of removal from classroom to ensure it is used as a last resort and not disproportionately applied to any group
- formally report to the Governing Body on behaviour monitoring, actions and outcomes, including:
    - Analysis of any disparities by protected characteristics
    - Actions taken to address disparities
    - The effectiveness of interventions implemented
    - Any patterns or trends requiring strategic attention

This behaviour policy will be reviewed by the Headteacher and governing body every year. At each review, the policy will be approved by the Headteacher and Full Governing Body. The policy will be publicised at least once a year to staff, parents and pupils.

Equality monitoring will include:

- Termly analysis of behaviour by protected characteristics
- Annual reporting to governors on equality in behaviour management
- Review of the effectiveness of interventions to address any identified disparities
- Consideration of whether staff require additional training to ensure equitable application of the behaviour policy

Appendix 1: written statement of behaviour principles

- We believe that high expectations of behaviour lie at the heart of a successful school.
- Our fundamental approach to behaviour is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Every pupil has the right to be listened to, feel safe, valued and respected.
- All pupils, staff and visitors must be free from any form of discrimination, disruption or abuse.
- Every pupil has the right to learn, but no child has the right to disrupt the learning of others.
- Bullying or harassment of any description is unacceptable.
- It is expected that all adults will provide excellent models of behaviour in all aspects of school life.
- Rewards, sanctions and reasonable force are used consistently by staff, proportionately, in line with the behaviour policy
- We seek to give every pupil a sense of personal responsibility for his/her behaviour. Pupils are helped to take responsibility for their future actions by using a restorative approach.
- Sanctions will be applied fairly, consistently, proportionally and reasonably, considering SEND, disability and the needs of vulnerable children.
- We recognise that some pupils may need additional support to meet behaviour expectations, which they will receive. If required, support from External Agencies will be sought.
- The Suspensions and Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The Governors wish to emphasise that violence, threatening behaviour or abuse will not be tolerated in any circumstances. Sanctions will be administered in a way that protects pupil dignity and does not publicly humiliate or ridicule pupils
- The school will monitor behaviour data to ensure sanctions are applied equitably and will take action to address any disparities

This written statement of behaviour principles is reviewed and approved by the governing body every year.

Appendix 2: Specific behavioural expectations to be driven by all staff

Inside the school building	**Moving around the school as a class / group**
Walking at all times School shoes Shirts tucked in to show we are ready for learning Considerate kindness e.g. holding doors Hands out of pockets	Orderly fashion usually a line Lines constructed to ensure that children stand / sit next to children who will support behaviour and not distract Quiet or silent as appropriate Holding doors for others
Playtime	**Wet Play**
Considerate and careful play Respectful listening to adults Good sportsmanship Looking out for others and showing kindness Let others join games Walk on the paths Respect any equipment and treat it with care	Calm behaviour In own class Sitting down Responsible for tidying up Quiet and appropriate games Respectful play Permission from an adult to leave a room Staff promote and praise positive behaviour
Dining Hall	**Office**
Walk calmly in and out of hall Always walk around the hall Speak quietly to those around us Be polite and respectful to all Please and thank you Use cutlery correctly Don't talk with food in mouth Tidy own mess Put hand up to speak to adult	Good morning / afternoon Mrs …….. Please may I …… Thank you ……. Wait silently until a staff member is available e.g., off the phone, not talking to another person

Appendix 3: Behaviour Modification Strategies

When children exhibit poor behaviour over a protracted period of time, the school uses a range of behaviour modification strategies. These include strategies such as:

- Use of child specific target cards and associated rewards
- Modelling good behaviour
- Peer Support e.g., playground buddy
- Conferencing children individually
- Time out / chill out area
- Timers
- Mentoring from a key adult
- Marbles in a jar, or equivalent
- Circle Time
- Identification of a trusted adult to talk through issues with
- Increased parental involvement in modification strategies
- Anger management support through the ELSA
- Membership of social skills group
- Circle of friends/ support from Playground Buddies
- Adaption of working environment
- Differentiated curriculum
- Use of Educational Psychologist and/or educational Psychiatrist for specific advice
- Use of Education Other Than At School (EOTAS) for advice
- Individual check-in cards for pupils with SEND (see Section 23)
- Collaborative meetings with parents to identify causes, analyse problems, develop plans and evaluate interventions
- Interventions to promote self-esteem and self-regulation (e.g., nurture groups)
- 1-on-1 pastoral support to address underlying causes of behaviour

Appendix 4 : Example of Behaviour Actions and Consequences Guidelines

Low Level (this is not a conclusive list but an example of the types of behaviour- adults to use professional judgement)
Calling out Not listening Not completing tasks Disturbing others Silly behaviour Not giving 100%
Action: Explicit verbal warning to remind them about behaviour and recorded privately. If the behaviour continues record a second warning privately and speak to the child privately about their choices.
More serious low level behaviour:
Showing signs disrespect (this can be a roll of the eyes, shrug of shoulder etc) Arguing back Being rude Refusing to follow instructions
Action: Record the incident privately and clearly explain why this was a serious concern due to the level of misbehaviour. Tell the child that one further misbehaviour will result in a detention.
Serious behaviour:
Injury to another child Aggressive behaviour (where the child is putting themselves or others at risk)
Action: Report directly to a member of SLT. Straight detention given as a minimum sanction and parents/carers contacted.

The prevention of behaviour begins in the classroom through the PDL curriculum, establishing positive relations, setting clear ground rules and boundaries, making expectations clear and maintaining this consistently both inside and outside the classroom. When planning work ensure that it matches the needs of the child and that children who find learning difficult are sat in places that will encourage good behaviour. All staff must communicate any incidents in accordance to the guidelines above and contact parents when necessary.

Behaviour	Example	Action & Consequence
Fighting/arguing	Argument at playtime/lunchtime where one child is upset or injured.	If at playtime/lunchtime person on duty to inform class teacher or member of SLT (professional judgement needs to be made about the severity of the situation). Class teacher or SLT to talk to children involved. If a physical fight, this will at minimum be a straight detention. Adult dealing with to write up on CPOMS Contact parents to inform them- especially if child injured to explain that the matter has been dealt with.
Bullying	Continuous verbal or physical taunting and threats- patterns noticed on behaviour log.	If at playtime/lunchtime person on duty to inform class teacher or member of SLT (professional judgement needs to be made about the severity of the situation). Adult to talk to children involved. Preventions and actions put into place. Contact parents and inform them what action school is taking. Write up on CPOMS so SLT can track progress. If bullying continues, refer to the section on sanctions as to next steps.
Disrespectful/low level disruptive behaviour	Rudeness/answering back. Disobeying adults. Shouting, making loud noises. Unnecessary moving around class or talking in class 'Low-level' noises and actions e.g. swinging on chairs, tapping pencil, rulers etc. Shouting, making loud noises during lessons. Rudeness. Stopping other learning.	Class teacher/adult working with child reminder of school rules and consequences Issue a warning and record privately, then follow actions as spelt out in policy if the behaviour continues. - second warning recorded - detention issued - parents / carers informed If behaviour continues, class teacher to follow the guidance that it written in the sanction section of this policy.

Appendix 5: Sanctions – Behavioural Support Card

Name of Child: _____ **Class:** _____

Week Beginning:

My behavioural targets to work on this week:

1) _____

2) _____

3) _____

☺ Met my targets ☹ Did not meet my targets	Monday	Tuesday	Wednesday	Thursday	Friday
	Staff Member responsible for child at each session to grade with a smiley face and initial. Any comments to be dated and recorded on the back.				
1st Session (8:30 – 10:20)					
Assembly Time					
Playtime					
2nd Session (11:00 – 12:00)					
Lunchtime					
Afternoon Session (1:00 – 3:20)					
Signature of Year or Inclusion Leader					

Appendix 6: Lunchtime and Playground Procedures

We recognise that playtimes and lunchtimes are important times for children to develop social skills and to let off steam. We do insist that children conduct themselves in a safe and pleasant manner and adhere to the school rules and codes of behaviour.

At playtimes there will always be supervision by teaching staff and lunchtimes are supervised by the lunchtime supervisors and learning support assistants. In the event that children do not conform to our rules the following procedures will apply.

During Playtime – duty adults

At playtime, if behaviour is unacceptable then the adult on duty will inform the appropriate class teacher. Once back in class, the sanctions given out at playtime are added to any already given out in class that morning and the relevant sanction will be applied. If necessary, class teacher to record on CPOMS.

During Lunchtimes – lunchtime supervisors

Raffle tickets and stickers will be made available to the lunchtime supervisors to award children demonstrating exceptional behaviour at lunchtime.

The Behavioural Leader will have overall responsibility for monitoring lunch time behaviour and the use of sanctions. Where there is poor behaviour, a lunchtime behaviour slip is filled in and handed to the class teacher. If appropriate the class-teacher will apply a sanction and record on CPOMS as necessary.

Appendix 7: Child on child Abuse Risk Assessment:

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	• How serious is the incident? Was it a crime? • Were there any other victims? • Do we need to make arrangements to limit contact between the children involved, other than b them a reasonable distance apart on school premises including at before and after-school activities? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? • Did the incident take place within an intimate relationship between the children? • Are there any related issues, including links to child sexual exploitation and child criminal exploitation?			Use this column to record additional information that may be relevant. For example, previous, unrelated behaviour incidents	

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS

Social risks	• Do the children share a peer group? Are people in their friend group likely to take sides?
	• Do they both attend your school?
	• Do other people know about the incident? Do those people understand:
	  ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing
	  ○ The importance of confidentiality
	  ○ If, and how, they may need to be involved in any further investigations
	• Are they likely to be the subject of gossip, bullying or further harassment?
	• Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?
	• Do they risk being alienated from their friend group(s) as a result of this incident?				

AREA OF RISK	CONSIDERATIONS	CHILD ‘A’	CHILD ‘B’	NOTES	ACTIONS
Physical risks	• Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe there is a continued risk to the safety and wellbeing of the children involved, or other pupils and staff? • Is either party at risk of physical harm as a result of this incident (for example, bullying or ‘retribution’ by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited?				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS

Environmental risks	• Do they live in a home where violence or abuse has occurred?
	• Do they live in or near an area or location known to police to be high risk for sexual harassment or assault?
	• Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?
	• What activities do they take part in outside of school?
	• Are parents clear about:
	  ○ How the school (and partner agencies) are handling the incident?
	  ○ Confidentiality?
	  ○ The conduct expected of them while an investigation is ongoing?				

Appendix 8: Quick Reference Guide - Behaviour Policy or Child Protection Policy?

This guide helps staff determine which policy to follow when responding to incidents. When in doubt, always consult the DSL.

Key Principles:

1) Child's safety comes first – if there is any doubt about safety, report to DSL

2) Behaviour and safeguarding often overlap – many situations require both policies

3) The Child Protection Policy takes precedence when there are safeguarding concerns

4) Always record – use CPOMS for all incidents

5) When in doubt, ask – consult the DSL or a member of SLT

Situation	Primary Policy	Key Actions
Low-level disruption in class (calling out, not listening, off-task)	Behaviour Policy	Follow sanctions in Section 10
Persistent low-level disruption	Behaviour Policy	Follow sanctions in Section 10, but consider whether there are underlying issues - consult DSL if concerned
Physical fight between pupils (minor injuries, no weapons)	Behaviour Policy	Follow sanctions in Section 10, record on CPOMS. If injuries are concerning or pattern emerges, consult DSL
Serious physical assault (significant injury, use of weapon, targeting vulnerable areas)	Child Protection Policy (Annex 6)	Report to DSL immediately. May also involve police. Behaviour sanctions may follow safeguarding response
Sexist or misogynistic/misandrist comment (one-off)	Behaviour Policy	Address immediately, record on CPOMS, inform parents (Section 14)
Pattern of sexist harassment or sexual comments	Child Protection Policy (Annex 6)	Report to DSL. This is child-on-child sexual harassment

Making or sharing nudes/semi-nudes	Child Protection Policy (Annex 6)	Report to DSL immediately. All incidents require safeguarding response
Sexual violence (rape, assault by penetration, sexual assault)	Child Protection Policy (Annex 6)	Report to DSL immediately. Police will be involved
Sexual harassment (unwanted sexual conduct)	Child Protection Policy (Annex 6)	Report to DSL immediately
Bullying (name-calling, social exclusion)	Behaviour Policy (Section 12)	Follow anti-bullying procedures, record on CPOMS
Bullying involving sexual content, serious violence, or exploitation	Child Protection Policy (Annex 6)	Report to DSL immediately
Child discloses abuse at home	Child Protection Policy (Annex 4)	Report to DSL immediately. Do not investigate. Follow disclosure procedures
Sudden change in behaviour or concerning pattern	Consult DSL	May indicate safeguarding concern. DSL will determine appropriate response
Child appears neglected (dirty, hungry, inadequate clothing)	Child Protection Policy (Annex 10)	Report to DSL. May require early help or safeguarding referral
Concerning online behaviour (accessing inappropriate content, cyberbullying)	Behaviour Policy (Section 17) initially, but consult DSL	Apply sanctions but also consider safeguarding implications
Child brings weapon to school	Child Protection Policy	Report to DSL and SLT immediately. Police may be involved. Behaviour sanctions will follow
Racist, homophobic or other prejudicial language	Behaviour Policy (Section 13)	Record on CPOMS using PLAB form, apply sanctions, inform parents
Pattern of prejudicial behaviour or hate incident	Behaviour Policy (Section 13) and consult DSL	May indicate safeguarding concerns about the perpetrator or victim

Allegation against staff member	Child Protection Policy (Annex 5)	Report to Headteacher immediately (or Chair of Governors if allegation is against Headteacher)
Low-level concern about staff behaviour	Low Level Concerns Policy	Report to Headteacher