



Together we grow, achieve and become R.I.C.H.E.R everyday

Respect, Inclusion, Care, Honesty, Empathy, Resilience

Hawthorn Tree Primary School

Relationships and Belonging Policy

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1. Building Belonging: Our vision and Values

1.1 At Hawthorn Tree Primary School, our vision is to be a beacon of inclusive practice where every child and every family feel they truly belong. We are committed to creating a transformational learning community in which all pupils are welcomed, known, included, supported, and connected. Through this strong sense of belonging, our children are empowered to thrive, achieve, and lead with confidence.

Rooted in relational, restorative, and reflective approaches, we nurture genuine relationships that sit at the heart of all we do.

Our curriculum provides rich, purposeful learning experiences that help pupils understand and navigate an ever-evolving world.

We draw on evidence-based research to inform our practice, ensuring we respond proactively and intentionally to the needs of every learner. By valuing each child, investing in meaningful relationships, and fostering curiosity, resilience, and leadership, we prepare our pupils to flourish both within our school and in the wider community.

At Hawthorn Tree, belonging is more than a feeling — it is a shared commitment to ensuring every child is:

- **Welcomed** – invited and accepted from the very start.
- **Known** – recognised, understood, and valued as an individual.
- **Included** – given a place, a voice, and meaningful participation.
- **Supported** – encouraged to grow through care, guidance, and belief.
- **Connected** – part of strong relationships and a purposeful community.

Together, we build a community where every child can grow, achieve, and become R.I.C.H.E.R every day.

1.2 Our values

At Hawthorn Tree Primary School, we believe that every child and adult can be **R.I.C.H.E.R** through learning.

Our values are:

- **Respect** – valuing ourselves, others and our school
- **Inclusion** – welcoming everyone and celebrating our differences
- **Care** – looking after each other and our environment
- **Honesty** – being truthful and taking responsibility for our actions
- **Empathy** – understanding and supporting the feelings of others

- **Resilience** – Keeping going and never giving up, even when things are hard
Together, we grow, achieve, and become R.I.C.H.E.R every day.

2. Our Relationships and Belonging Policy aims to:

- **Embed a strong sense of belonging** for every child and adult in our community, rooted in genuine, caring, and respectful relationships.
- **Promote a positive, nurturing climate and learning culture** where everyone feels safe, valued, and able to succeed.
- **Develop a shared understanding of positive and appropriate behaviours**, grounded in empathy, connection, and mutual respect.
- **Provide a clear framework** that celebrates success, supports emotional regulation, and uses relational approaches to de-escalate and respond to challenging behaviours.
- **Promote self-esteem, self-regulation, and healthy relationships** between pupils, staff, and all members of our school community.
- **Strengthen partnerships with parents/carers, pupils, and staff**, ensuring open communication and shared responsibility in implementing this policy.
- **Provide a safe school environment** in which all pupils can learn (Keeping Children Safe in Education).

3. Responsibilities

3.1 Governing Body

The Governing Body will, in consultation with the Headteacher, staff and parents/carers, establish and regularly review the school's Relationship's and Belonging policy for the promotion of positive behaviour.

The Governing Body will ensure that:

- The policy is communicated clearly to pupils and parents/carers.
- The policy is non-discriminatory and inclusive.
- Behaviour expectations are clear, fair and consistently applied.
- The school is supported in maintaining high standards of behaviour.

3.2 Headteacher

The Headteacher is responsible for the implementation and day-to-day management of this policy and associated procedures.

This includes:

- Ensuring the school environment promotes positive behaviour, wellbeing and respect.
- Ensuring staff respond effectively to poor behaviour.
- Monitoring the consistent application of rewards and sanctions across all groups of pupils.
- Ensuring all staff understand the school's behaviour expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behaviour culture, routines and expectations.
- Ensuring appropriate training is available to staff on behaviour management, SEND and mental health needs.
- Ensuring the policy operates alongside the safeguarding policy to provide both support and appropriate sanctions when required.
- Reviewing behaviour log data regularly to identify patterns or any disproportionate impact on particular groups of pupils.
- Providing regular, high-quality CPD for all staff.

3.3 Senior Leadership Team (SLT)

The Senior Leadership Team will:

- Monitor the implementation and impact of the behaviour policy.
- Support and deliver staff training related to the policy.
- Model exemplary behaviour and positive relationships with pupils.
- Analyse behaviour data to identify trends and reduce repeat incidents.
- Support the Headteacher and staff in fulfilling their responsibilities under this policy.

3.4 Staff

All staff, including teachers, support staff and trainee teachers, are responsible for ensuring that the behaviour policy is followed and applied consistently and fairly, both inside and outside the classroom.

Staff responsibilities include:

- Creating a calm, safe and supportive learning environment.
- Establishing and maintaining clear boundaries for acceptable behaviour.
- Implementing the behaviour policy consistently.

- Teaching and reinforcing the school's expectations, routines and values through everyday interactions.
- Modelling expected behaviour and positive relationships.
- Adopting a personalised approach to support pupils with specific behavioural needs.
- Reflecting on the impact of their own behaviour on school culture.
- Recording behaviour incidents promptly and accurately on relevant systems.
- Recognising and celebrating positive behaviour while challenging pupils to meet expectations.

Mutual support among staff is essential to ensure a high-quality learning environment where pupils develop self-discipline and personal responsibility.

3.5 Families and Carers

Families and carers are expected to take responsibility for their child's behaviour both in and out of school and to work in partnership with the school to maintain high standards.

This includes:

- Familiarising themselves with the school's behaviour policy and reinforcing it at home where appropriate.
- Supporting their child to meet the school's expectations.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Raising behavioural concerns promptly with the relevant member of staff.
- Engaging positively in pastoral or behaviour-support interventions when required.
- Raising concerns about behaviour management directly with the school while continuing to work collaboratively.
- Participating in and supporting the wider life and culture of the school.

3.6 Pupils

Pupils are expected to take responsibility for their own behaviour and to contribute positively to the school community.

Pupils will:

- Be made fully aware of the school's behaviour expectations, procedures and routines.

- Follow the school rules and demonstrate respectful behaviour at all times.
- Report incidents of disruption, bullying or harassment to a trusted adult.

4. Setting and sustaining boundaries at Hawthorn Tree

What great looks like

‘Every school leader has some sort of vision of the pupil culture he or she wants to create [...] What sets top leaders apart is that they transform their vision into meticulously built systems that operate across every single classroom.’ - Paul Bambrick-Santoyo, Leverage Leadership (2012)

4.1 The Hawthorn Tree Way places positive, clearly framed expectations for our pupils at its heart. By setting and sustaining consistent boundaries, we establish shared social norms—our way of doing things here—which helps everyone understand how we treat one another. When expectations and behaviours are predictable, we create safety, trust and a strong sense of belonging for all members of our community, including children and staff.

This consistency forms the foundation of our relational culture. It enables everyone to focus their energy on working together toward meaningful learning goals. To ensure clarity and alignment, we are intentional about defining the key moments where consistency matters most: in classrooms, in shared and social spaces, and in the ways, we communicate with one another.

4.2 Setting and maintaining boundaries in this way secures safety, strengthens relationships and frees teachers and leaders to deliver an exceptional learning experience for our pupils.

In the Classroom	Entry and exit routines	Active Listening routines	You do Learning routines
Outside the classroom	Safe transitions	Inclusive Outdoor space	Dining Routines
How we communicate	Engaged Learners	A caring Community	Repairing Conflict

When we clearly define *what great looks like*, we make it easy for every child and adult to contribute to a relational culture where all members of the community feel accepted, included and empowered to flourish. Instead of focusing on what not to do, we intentionally teach and model the expectations and behaviours we want to see. By doing this, we communicate explicitly what great looks like for pupils and staff so that everyone feels a sense of belonging and knows how to be successful as part of our Hawthorn Tree community.

These statements act as a shared roadmap, guiding us in creating the conditions necessary for a relational school climate that enables effective teaching and learning.

Our expectations hold meaning and power when they are shaped collaboratively. Our approach ensures that our boundaries are **understood, accepted, and upheld** by every member of our community.

	What great looks like in the classroom at Hawthorn Tree	
	Pupil Focus	Staff Focus
Entry and Exit routines	○ We arrive punctually, ready to learn ○ We walk calm and silently ○ We say Good Morning/ Good Afternoon to staff ○ We place our belongings on the pegs or lockers ○ We complete our emotional check in	○ We set clear and consistent expectations ○ We stand and position ourselves to greet all children ○ We are calm and welcoming ○ We say good morning to all pupils
Active Listening	○ We sit ready to learn with our arms folder ○ We track the speaker ○ We understand the routines and follow these routines ○ We support our class friends to follow these routines	○ We scan for compliance and acknowledge with praise ○ We chunk information ○ We don't speak until everyone is ready ○ We support those learners who need more support ○ We are clear and consistent in our expectations
'You do' Learning	○ We understand the expectations ○ We know what independence means ○ We understand the strategies that support our learning ○ We ask for help, when we need it ○ We are learners we will challenge ourselves and show resilience	○ We set clear expectations ○ We use clear instruction ○ We chunk expectations ○ We provide scaffolds and support ○ We circulate the learning environment ○ We ensure that learners are attentive ○ When we require learner's attention, we use Team stop ○

	What great looks like outside the classroom	
	Pupil focus	Staff focus
Safe Transitions	○ We follow instructions ○ We walk behind one another We walk with our hands by our sides ○ We are calm ○ We are orderly ○ We look after ourselves ○ We look after each other because we are a family ○	○ We use 1,2,3 non-verbal signal for lining up - 1 (Stand up silently) 2, (push your chair in) 3 (line up in register order) ○ We are vigilant to keep everyone safe ○ We model good practice ○ We demand high expectations We manage areas of the school effectively ○ We challenge unsafe behaviour by positive reframing
Inclusive Outdoor spaces	○ We know how to use the space safely ○ We know how to play and its enjoyable for everyone ○ We include and support everyone ○ We know who to ask for help and support ○ We respect ourselves, others, equipment	○ We scan for safety ○ We scaffold and support safe play ○ We are present for the pupils ○ We facilitate space for differing needs and interests ○ We encourage positive relationships and safe play ○ We are on time for our children and colleagues
Dining Hall Routine	○ We understand and follow expectations and routines ○ We are calm and orderly ○ We respect staff and others by using our manners – we say please and thank you ○ We keep our environment clean and tidy	○ We give clear and consistent instructions and guidance ○ We model clear expectations ○ We give praise ○ We are calm and patient ○ We are punctual ○ We provide and clean safe environments ○ We challenge unwanted behaviours by positive reframing

	What great looks like in how we communicate	
	Pupil focus	Staff focus

Engaged Learners	○ We engage in learning and want to do the best in every lesson ○ We understand what is expected of us ○ We are resilient ○ We ask curious questions ○ We listen to others and share our ideas	○ We look for and give praise ○ We model and share our expectations routinely and explain why they are important ○ We make learning fun and enjoyable ○ Our lessons have pace and energy
A caring community	○ We understand we are part of a community both in and out of school ○ We are proud to be part of this community ○ We look for ways to keep our community safe ○ We live out our R.I.C.H.E.R values	○ We educate our learners about the community ○ We celebrate our successes ○ We welcome our community into our school and build positive relationships ○ We work to build a sense of belonging through these relationships
Repairing conflict	○ We know things can go wrong ○ We put this right ○ We listen to others, so we understand the harm our actions have caused ○ We repair conflict ○ We have help to repair the conflict	○ We are calm and patient ○ We are present for our learners ○ We show respect and listen ○ We model how to repair conflict and why this is important ○ We are fair and consistent and provide a fresh start ○ We use restorative conversations

4.3 As leaders, we recognise the importance of sharing key messages through purposeful and intentional communication. We understand that a strong, relational culture for students and staff does not develop by chance. Instead, it requires thoughtful, strategic planning that is embedded and reinforced over time.

Effective leadership considers the full range of stakeholders and uses a planned approach that leverages multiple communication channels. Our messaging remains simple, and we prioritise clarity, consistency, and deliberate practice so that expectations are easily understood, regularly reinforced, and ultimately become fluent and automatic across the school culture.

We ensure effective communication with all members of our community by:

How we communicate at Hawthorn Tree Primary School		
Pupils	Staff	Families
Assemblies	Staff meetings	Class Dojos messages
Explicit praise	Weekly – Friday Post	Newsletters
Visual Displays	Morning Huddle	Showcase and Open events
Celebrations	Learning Walks	Workshops

To maintain these boundaries effectively, leaders ensure that communicating expectations of “what great looks like” is not treated as a one-off event, nor do we attempt to change multiple aspects of our culture simultaneously. Instead, we approach this as a sustained process over time. We recognise that all stakeholders need ongoing reinforcement to embed these expectations consistently across all areas of the school. Additionally, some members of our community may require further support to understand and meet these expectations. This can be provided through targeted coaching, social stories, and other appropriate intervention strategies.

5. Promoting Positive Framing and Behaviour through Praise and Celebration

5.1 Hawthorn Tree Primary School, we are committed to nurturing **intrinsically motivated learners**. We believe that specific, sincere praise and constructive feedback help promote autonomy, resilience, and positive behaviours for learning.

Staff consistently recognise and celebrate positive behaviour throughout the school day. By verbally acknowledging pupils’ attitudes towards learning, their conduct during play, and their movement around school, we reinforce our expectations continually and meaningfully. Adults use **specific praise and stickers** to immediately highlight and reward appropriate behaviour in both classrooms and shared spaces.

Pupils are also encouraged to celebrate their achievements with the Headteacher, and they are always warmly welcomed to do so. In addition to verbal praise and immediate recognition, a range of further rewards is used to promote and sustain positive behaviour.

5.2 While intrinsic motivation remains our long-term aim, we recognise that **extrinsic praise and rewards** play an important role in helping children develop strong habits, confidence, and self-belief—particularly when they are first learning new expectations or behaviours.

We use purposeful, sincere, and timely extrinsic praise to reinforce behaviours we wish to see more often. This may include:

- Verbal acknowledgement
- Stickers and certificates
- Sharing achievements with senior leaders
- Celebration during assemblies

These forms of recognition help pupils understand clearly what they have done well and encourage them to repeat positive behaviours.

5.3 Extrinsic praise at Hawthorn Tree is:

- **Purposeful** – always directly linked to clear expectations.
- **Developmentally appropriate** – supporting pupils at different stages of independence.
- **Balanced** – used alongside intrinsic motivators to build pride in effort and achievement.
- **Inclusive** – ensuring all pupils have equitable opportunities to be recognised for progress, attitude, kindness, and effort.

Through this balanced approach, we ensure that extrinsic praise not only acknowledges good behaviour in the moment but also supports pupils in internalising positive behaviours that will benefit them throughout school and beyond.

5.4 Celebration Assemblies

At Hawthorn Tree Primary School, we work hard to ensure that behaviours for learning remain highly visible and valued across the whole school community. To celebrate pupils' achievements and share their successes widely, we warmly invite parents and carers to attend our **Weekly Celebration Assemblies**.

All parents and carers are welcome each week. However, we understand that families of pupils receiving awards may be particularly keen to attend on that occasion. To support this, we send a text message/ or call to the parents and carers of pupils being recognised that week for the Star Certificate.

This approach enables our whole school community to come together to acknowledge and celebrate the effort, progress, and accomplishments of all our pupils.

Intrinsic praise		
Smile	High Five	'Well done – that was a great addition'
Handshake	Fist Pump	'You're a great friend for helping xxxx'

You are a valued member of the class.

*Be mindful of children with low self-esteem; use specific, subtle praise.

Extrinsic Praise	
What	Frequency
Class Dojos Do-Jo Points are awarded to individuals for their high-quality learning in school or at home. Pupils will receive a bronze, silver or gold star at 50, 150, and 250 points.	Weekly
Attendance certificate EY/KS1 and KS2 Each week the class in each of the phases with the highest attendance will receive Paddington or Hedwig to join them for the week with the opportunity for an extra playtime.	Weekly
Attendance Raffle Pupils write their name on the back of a raffle ticket on each day they are in school. A raffle ticket is pulled out of the jar. Pupil can receive a prize from the attendance prize box.	Weekly
‘Sparkly’ Gold Book Pupil who come to see the Headteacher with their exceptional learning or contributions across the school will receive a gold sticker and their name put in the gold ‘sparkly’ book to be read out and celebrated in assembly.	Weekly
TT Rock Stars Maths Ambassadors will celebrate the highest performing pupils across the school	Weekly
Star certificate Teacher recognises pupils who have achieved well in their learning and /or who has lived out their school’s values	Weekly
Reading award Teachers recognise a pupil who has made extraordinary improvements or who has demonstrated significant learning.	Half-termly
Maths award Teachers recognise a pupil who has made extraordinary improvements or who has demonstrated significant learning.	Half-termly
Values award Teachers recognise pupils who consistently live out the values of the school community.	Half termly

In our Weekly OPAL assembly, we will recognise the following:

Golden Welly Award:

The play team recognise children and their amazing play by demonstrating the school's R.I.C.H.E.R values during play.
Brilliant Broom Award: The play team will celebrate the most helpful HEROES and their amazing effort to tidy up during and at the of play. This award recognises children who demonstrate care and respect of the play equipment in their play.

6. Emotionally-Aware Environments and Regulation at Hawthorn Tree

“It is important not to underestimate the value for students of being exposed to adults – their teachers and other staff members – who model appropriate relationships and who treat them with respect and kindness. [...]

When teachers are empowered to respond actively to the impact of trauma on learning and to design their classrooms with attention to wellbeing principles, the benefits for students are long-lasting and far-reaching.” - Tom Brunzell and Jacolyn Norrish,

6.1 At Hawthorn Tree, we recognise that behaviour is often an external expression of underlying emotional or physiological states. We understand that dysregulation is **not a choice**; it is an involuntary response that must be met with calm, connection, and regulation before any rational discussion, problem-solving or reflection can take place. Children cannot access higher-level thinking or reasoning when their nervous system is overwhelmed.

For this reason:

- We intentionally design **emotionally-aware environments** across our school.
- Spaces and routines are structured to support calming, regulation, and reflection, ensuring pupils feel safe, secure and ready to learn.
- Environments promote core principles of **safety, belonging and emotional understanding**, enabling children to settle and re-engage with learning successfully.

To support this, we employ the following **universal regulation strategies** throughout the school:

6.2 Zones of Regulation

All children are explicitly taught to recognise, label, and respond appropriately to their emotions using the **Zones of Regulation framework** and through the **One Life Curriculum**. Through daily opportunities for meet and greet, time to talk, and journalling pupils learn to identify their regulatory state, helping both themselves and staff understand their readiness to learn and any support they may need.

Daily use of Zones helps to:

- Build emotional literacy
- Strengthen self-awareness
- Promote self-regulation strategies
- Support open, proactive communication between pupils and adults

6.3 Regulation Stations

Across all corridors, we provide **regulation stations** that pupils can access—with adult support and guidance—when they are feeling heightened, overwhelmed, or dysregulated. These stations include a range of both **bottom-up** (sensory, movement-based) and **top-down** (cognitive, reflective) regulation tools designed to calm the nervous system and restore a sense of safety and control.

Regulation stations enable children to:

- Reduce emotional intensity
- Re-engage with learning after a period of dysregulation
- Develop independence in choosing appropriate regulation tools
- Build lifelong self-regulation skills

6.4 Regulation: Relational De-escalation Strategies

At Hawthorn Tree, we provide targeted support for children who experience difficulties with emotional regulation. We recognise that dysregulation often arises from heightened nervous system responses, and that some pupils require **responsive, relational, and co-regulatory support** from trusted adults to become calm, safe, and ready to engage in learning.

To support these pupils, we draw on a range of **bottom-up** and **top-down** regulatory strategies:

- **Bottom-up strategies** support the body and limbic system by calming the fight-flight-freeze response. These approaches help soothe the nervous system and restore a sense of physiological safety.
- **Top-down strategies** support the cortex by building insight, reflection, and problem-solving. These approaches strengthen pupils' ability to understand their emotions and consider constructive next steps.

We acknowledge that some children may find it particularly challenging to regulate their emotions independently. For these pupils, an adult may act as a **co-regulator**, offering calm presence, predictable responses, and supportive guidance to help stabilise the child's emotional state.

Within our school, we use the following **targeted strategies** to support both bottom-up and top-down regulation:

Bottom-Up regulation Strategies			
Drinking cold water	Using square breathing or other breathing techniques	Using a fidget	Walk with an adult
Watching a bubble tube/ sand timer	Stroking a soft toy	Using play dough/ soft putty	Body percussion
Top-down regulation strategies			
Mindfulness practices	Recalling facts of a topics	Use Zones of regulations	Imaging your favourite safe space

Draw a picture or write about how you feel	Write a letter to share your side	Complete a simple puzzle or game	ABC approach
Use restorative practice sentence stems			

7. Our in-class systems and processes

7.1 At Hawthorn Tree Primary School, we actively promote pupils following **The Hawthorn Tree Way** and recognising that **“it is good to be green.”** To support this, we have clear, consistent in-class systems that enable all staff to model expected behaviours and use supportive, developmentally appropriate language. These systems help staff provide positive cues and prompts so that pupils can make successful choices and remain engaged in their learning.

In class systems	What we do	Why we do it and how it builds a relational and restorative culture
The Hawthorn Tree Way	Our classroom practices are underpinned and sustained by our explicit definition, over communication and practice of expectations.	
Core routines	We persistently remind pupils of being ready, respectful and safe.	With consistent and clear routines for ALL children, they feel part of the community with shared expectations.
Whole school agreements	At the start of each year, all pupils agree the expectations outlined and sign to say they understand.	Pupils have a deep sense of ownership and responsibility.
Class swaps	Prior to being put on red and a consequence given. Pupil are swapped into another classroom.	To be used positively and not punitively. At the point of swapping, children are reminded that this is an opportunity for a reset, reflect and the ability to regulate
It is good to be green	We relentlessly promote being on green and pupils are aware of the procedure when negative behaviour is displayed.	Pupils are given numerous opportunities to make better choice and rectify their behaviours. See below.

7.2

Level of response	Strategy	Description
Positive framing	Positive prompt	Impersonal/ visual cues to expect the behaviour you expect to see referring to the Hawthorn Tree Way expectations.
	Regulatory support	If pupil show emotional dysregulation, proactively use the pre-agreed pastoral support plan.
Verbal reminder	Affective statement and redirect	Use the I statement to tell the pupils how you feel and why, remind the pupils of the desired behaviour and redirect them to engage with learning.
Amber	30-second script	A scripted verbal conversation delivered privately. Making pupils aware of their behaviour and restating your positive, high expectations of their behaviour. The script gives the pupils an opportunity to reset their behaviour and then receive positive feedback from the teacher.
Verbal reminder	Affective statement and redirect	Use the I statement to tell the pupils how you feel and why, remind the pupils of the desired behaviour and redirect them to engage with learning.
Class Swap	Child goes to another classroom for 15 minutes	To be used positively and allow the pupils to reset. Pupils are reminded this is an opportunity to reflect and emotionally regulate to return to class ready to engage with learning. The receiving teacher to welcome into the class and within the 15 minutes have a discussion with the pupil, to reset their behaviour.
Action	Restorative conversation and logical consequence	Logical consequences should be used as a first. If the pupil needs further reflection time this should – the learning mentor should be used in the first instance where restorative conversations are to be had, including peer on peer discussions. If there is still a requirement for further reflection – this will be spent with SLT at lunchtime where further reflection and restorative will be had.

Scripts to support **positive reminders**, **affective direction**, and **restorative conversations** are provided in the appendices (Appendix 1). These approaches are intended to promote emotional regulation, maintain positive relationships, and help

learners understand expectations in a supportive and developmentally appropriate way.

7.3 For children who **persistently present with low-level disruption**, staff may use a **report card** (Appendix 2) as part of the ordinarily available provision. This tool should be used sensitively and collaboratively to help identify patterns, recognise strengths, and agree **clear, achievable targets**. The focus should be on supporting the learner to succeed rather than on sanction, enabling constructive and meaningful conversations between the learner and staff.

Where behaviours continue despite these graduated supports, staff should work alongside **senior leaders** to consider further intervention, such as a **Pastoral Support Plan (PSP)**. This process should take account of any **SEND, trauma history, attachment needs, or underlying unmet needs**, and include **clearly defined targets, reasonable adjustments, and supportive strategies**.

All plans should be developed and reviewed **in partnership with the learner and their parents/carers**, with the aim of building regulation, resilience, and positive engagement while reducing barriers to learning.

7.4 Serious Behaviour Incidents

Certain behaviours are considered **serious** and require **immediate escalation** in line with organisational behaviour, safeguarding, and health and safety procedures. These behaviours pose a risk to individuals, the wider learning environment, or property and **must not be managed solely at session level**.

Serious behaviour incidents include, but are not limited to, the following:

- **Physical aggression**
Any act or threat of physical harm toward others, including hitting, pushing, kicking, biting, throwing objects, or fighting.
- **Verbal abuse or discriminatory language**
Use of threatening, abusive, or offensive language, including racist, sexist, homophobic, transphobic, disablist, or otherwise discriminatory remarks or harassment.
- **Significant disruption to learning**
Persistent or extreme behaviour that substantially interferes with the learning, safety, or wellbeing of others and cannot be managed through routine behaviour strategies.
- **Unsafe behaviour**
Actions that place the individual or others at risk of harm, including running

away, refusal to follow safety instructions, misuse of equipment, or behaviours that compromise health and safety.

- **Bullying**

Repeated or targeted behaviour intended to intimidate, harm, or distress another person, including verbal, physical, social, or online bullying where applicable.

- **Damage to property**

Deliberate or reckless destruction, vandalism, or misuse of property belonging to the organisation, staff, learners, or visitors.

Response and Escalation

When a serious behaviour incident occurs:

- Staff must **prioritise safety**, following de-escalation techniques where appropriate.
- The incident must be **reported immediately** to the designated senior staff member
- The behaviour should be **documented accurately** using the relevant incident reporting system.
- Parents/carers, external agencies, or safeguarding leads may be informed where appropriate.
- A **review of risk assessments, support strategies, or pastoral support plans** should be undertaken following the incident.

Failure to escalate serious incidents appropriately may place individuals at risk and compromise safeguarding responsibilities.

7.5 Reasonable Adjustments

Reasonable adjustments will be made to support pupils with **Special Educational Needs and Disabilities (SEND)** or other **identified additional needs**, in accordance with individual circumstances and statutory responsibilities.

Adjustments may include, but are not limited to:

- **Modified timelines**
Allowing additional time to complete tasks, transitions, or restorative processes.
- **Additional adult support**
Targeted support from staff to assist with regulation, engagement, or understanding expectations.

- **Alternative regulation strategies**

Use of personalised or adapted strategies to support emotional regulation, such as movement breaks, sensory tools, or quiet spaces.

- **Adapted tasks during the restorative phase**

Modification of learning or reflection activities to ensure they are accessible, appropriate, and supportive of successful reintegration.

All reasonable adjustments will be **agreed by relevant staff** (including SEND and pastoral leads where appropriate), clearly communicated, and **reviewed regularly** to ensure they remain effective and proportionate to individual needs.

8. Consequences Linked to Harm: Restorative Escalation Procedures

“Restorative practice, being high on accountability (control) and high on support, demands that when harm is caused there be some form of accountability. In other words, something must be done about the harm caused and it’s someone’s job to do this.”

— *Bill Hansberry, A Practical Introduction to Restorative Practice in Schools (2016), p. 64*

8.1 At Hawthorn Tree Primary School, we recognise that behaviour systems are most effective when they prioritise **repairing harm, maintaining relationships**, and **meeting the needs of all individuals involved**. For this reason, we focus on **logical consequences** and restorative processes rather than punitive punishment. Logical consequences help children understand the impact of their actions and develop internal control.

While sanctions may sometimes be used, we acknowledge that these are **symbolic**; it is the **restorative process and the logical consequence** that truly address the needs created by the harm and lead to positive change.

8.2 Logical Consequences and Symbolic Sanctions

All consequences must follow the restorative principles of being:

- ✓ Reasonable
- ✓ Related
- ✓ Respectful

Therefore, at Hawthorn Tree Primary School:

- **We do not humiliate** — dignity and psychological safety are protected at all times.
- **Sanctions are linked directly to the harm caused** — so children can understand and repair the impact.
- **Consequences are proportionate** — the length and severity are never excessive.
- **We minimise time lost from learning** — education remains the priority.
- **One consequence is enough** — children are not repeatedly punished for the same incident.
- **We use a graduated response** — we do not jump to the most severe options.

Logical consequences may include (*see appendix 3 for further examples*):

- Restorative conversations
- Re-doing or repairing something damaged
- Reconnecting with a peer or adult
- Community contribution
- Support to regulate and reflect

These approaches ensure that accountability is paired with empathy, guidance, and opportunities to grow.

9. Lunch and breaktimes: Unsafe Behaviour and Use of the Reflection Space

9.1 If a child becomes unsafe, they will be supported by a member of staff using the agreed regulation strategies outlined above. If the child cannot be kept safe despite these strategies, they may be directed to the **Reflection Space** for *time-in* with a member of the pastoral team. This ensures that the child remains supervised, supported, and able to regulate safely.

During time-in, the child will have the opportunity to reflect on what happened using **restorative practice**, focusing on understanding the impact of their behaviour and identifying what needs to be repaired. The pastoral team will then make a professional judgement about whether the child is safe and ready to return to the playground, or whether they should complete the remainder of their break or lunchtime in the Reflection Space.

The class teacher must be informed so they can determine whether communication with parents/carers is appropriate. **All incidents must be recorded on Arbor** in line with school recording procedures.

9.2 Reflection Space Procedure

At Hawthorn Tree Primary School, the following behaviours are considered serious breaches of the Behaviour Expectations:

Examples of breaches of Behaviour expectations are: Swearing and Fighting

Incidents of this nature will result in a pupil being directed to spend time in the **Reflection Room**. The purpose of this intervention is to enable the pupil to:

1. Reflect on their behaviour choices;
2. Understand the impact of their actions on others; and
3. Engage in a **restorative conversation** with a member of staff to support improved behaviour in the future.

This process forms part of the school's graduated response to behaviour and supports pupils in developing positive, respectful conduct. All behaviour is to be logged on Arbor as per the school requirements, with the class teacher and parents to be informed.

10. Uniform and Presentation

The school uniform plays an important role in developing a sense of **identity, belonging, and equality** within the school community. It supports readiness for learning, reduces social pressure, and contributes to a calm, focused, and orderly environment.

All pupils are expected to attend school each day wearing the **correct school uniform**, presented neatly and appropriately. However, the school recognises that pupils come with diverse needs and circumstances, and expectations will always be applied with **care, flexibility, and understanding**.

This section outlines the school's uniform expectations and the supportive procedures followed when pupils cannot meet them

Uniform Expectations

Pupils are expected to:

1. Wear the correct school uniform each day, as outlined in the school's published uniform list.
2. Ensure clothing is **clean, tidy, and suitable** for learning and physical activity.
3. Wear school shoes that meet the school's health and safety requirements.
4. Wear the correct PE kit on scheduled PE days, unless otherwise directed.
5. Maintain personal presentation within agreed school guidelines (e.g. jewellery, hairstyles, accessories), ensuring safety and consistency.

Parents and carers are expected to support their child in meeting these expectations and to **inform the school** if any temporary difficulties arise.

Reasonable Adjustments and Individual Needs

The school is committed to ensuring that uniform expectations do not create **barriers to inclusion**. Reasonable adjustments will be made where uniform requirements need to be adapted due to:

- Medical needs
- Sensory sensitivities
- Special Educational Needs and Disabilities (SEND) or additional vulnerabilities
- Religious or cultural requirements
- Financial hardship, in line with statutory guidance

Parents/carers are encouraged to discuss any such needs **at the earliest opportunity**. Adjustments will be agreed on a **case-by-case basis**, reviewed as needed, and communicated appropriately to relevant staff to ensure consistency and dignity for the pupil.

Non-Compliance with Uniform Expectations

Where a pupil is not in correct uniform, staff will respond in a **calm, respectful, and non-judgmental manner**, recognising that non-compliance may be linked to unmet needs or temporary difficulties.

The following supportive steps will be taken:

1. Check for any **known reason**, agreed adjustment, or previous communication.

2. Speak to the pupil **discreetly and respectfully**, maintaining dignity and rapport.
3. Record the matter where appropriate, in line with school procedures.
4. Support the pupil to meet expectations (e.g. providing a loaned item or contacting parents/carers).

Where necessary, parents/carers may be contacted to bring the required item to school or to confirm a temporary reason for non-compliance. Uniform issues will **not be treated as a behaviour sanction**.

Loaned Uniform Items

To support immediate access to learning and reduce stigma, the school may provide **clean, appropriate loaned uniform items**. These should be returned at the end of the school day.

Loaning uniform items is a **practical support measure**, not a punishment, and is intended to promote inclusion, equality, and pupil wellbeing.

Jewellery, Hairstyles, and Accessories

To maintain safety and consistency:

- Pupils may wear **one small stud earring in each ear**; no other jewellery is permitted.
- Long hair must be **tied back** for health and safety reasons.
- Hair accessories should be **small and in school colours**.
- Nail varnish, false nails, and make-up are not permitted.

Where safety concerns arise (e.g. jewellery during PE), pupils may be supported to remove or cover items in line with safeguarding procedures, with sensitivity to individual needs.

Financial Support

The school recognises that financial challenges can impact access to uniform and is committed to ensuring that no child is disadvantaged.

Support may include:

- Access to **pre-loved uniform items**
- Signposting to **local support services**

Parents/carers are encouraged to contact the school **confidentially** if financial difficulties affect their ability to meet uniform expectations. Support will be offered without judgement.

11. BEFORE AND AFTER SCHOOL BEHAVIOUR

11.1 Purpose

The school has a duty of care to promote the **safety, welfare, and wellbeing** of pupils before and after the official school day, including during arrival at and departure from the school site.

Behaviour expectations during these times mirror those in place throughout the school day and are designed to support a **calm, safe, and respectful environment** for pupils, families, staff, and members of the wider community. The school recognises that transition times can be challenging for some pupils and is committed to responding with consistency, understanding, and appropriate support.

9.2 Expectations

Pupils are expected to:

1. Conduct themselves **safely and responsibly** when arriving at and leaving school.
2. Follow instructions from staff on duty and move calmly around the site.
3. Show respect towards others, including peers, parents/carers, staff, and members of the public.
4. Use appropriate language and behaviour in line with the school's values and expectations.
5. Follow established routines for entry to and exit from classrooms and buildings.
6. Refrain from any physical, verbal, or online behaviour that may cause **harm, distress, or disruption**.

These expectations apply:

- On the school premises
- At the school gate and in the immediate local area
- While waiting to enter the building
- During drop-off and collection
- When travelling to and from school, **where behaviour directly affects** the welfare or safety of pupils, the school community, or the school's reputation

This approach is consistent with the school's responsibilities under the **Education and Inspections Act**, which permits schools to regulate pupil behaviour beyond the school day where it is reasonable and proportionate to do so.

9.3 Staff Responsibilities

Staff on duty before and after school play a vital role in supporting **safe transitions and positive behaviour**.

Staff are expected to:

- Model calm, respectful, and professional behaviour
- Actively supervise key areas such as entrances, gates, and playgrounds
- Provide clear and consistent reminders of expectations
- Support pupils who may require additional help with transitions or regulation
- Apply the **positive reframing** approach where necessary

A member of the **Senior Leadership Team (SLT)** will be available before and after school to provide guidance, support, or escalation where required.

9.4 Behaviour Concerns Before or After School

Where behaviour does not meet expectations, staff will respond in a **proportionate, supportive, and relational manner**, recognising that behaviour at these times may be influenced by fatigue, anxiety, sensory overload, or other unmet needs.

A brief, supportive prompt to help the pupil reconsider their behaviour.

Examples include reminders related to:

- Unsafe movement
- Running, pushing, or rough play
- Inappropriate or unkind language

When behaviour has caused disruption or continues following a supportive prompt. This may include:

- A restorative conversation
- A short reflective discussion with a member of staff
- A conversation before or after school focused on safe and respectful conduct

Where behaviour is **repeated, persistent, or significant**, including:

- Aggressive behaviour
- Physical or verbal harm towards others

- Damage to property
- Behaviour that compromises safety
- Discriminatory or abusive language
- Behaviour that threatens the welfare of pupils, staff, or the wider community

A response may involve:

- Immediate support from SLT or pastoral staff
- Structured re-teaching of expectations
- Restorative work, where appropriate
- A reintegration plan before the next school day
- Communication and collaboration with parents/carers

Any incident involving safeguarding concerns will be referred **immediately** to the **Designated Safeguarding Lead (DSL)**.

9.5 Behaviour in the Local Community

The school expects pupils to uphold the same standards of conduct when travelling to and from school or when representing the school within the local community.

Where behaviour outside the school gates:

- Poses a risk to pupil or public safety
- Impacts the wellbeing of the school community
- Involves bullying or child-on-child abuse
- Brings the school into disrepute

the school may respond in line with statutory guidance and this policy. Responses may include restorative approaches, and—where necessary and proportionate—**formal consequences**.

9.6 Partnership with Parents and Carers

Positive and collaborative relationships between home and school are essential in supporting **safe, respectful behaviour** at the start and end of the school day.

Parents and carers are expected to support the school by:

- Modelling respectful behaviour during drop-off and collection
- Ensuring pupils arrive on time and ready to learn
- Reinforcing school behaviour expectations at home

- Communicating promptly with the school about relevant information or concerns

Working in partnership helps ensure pupils feel secure, supported, and able to transition into and out of the school day successfully.

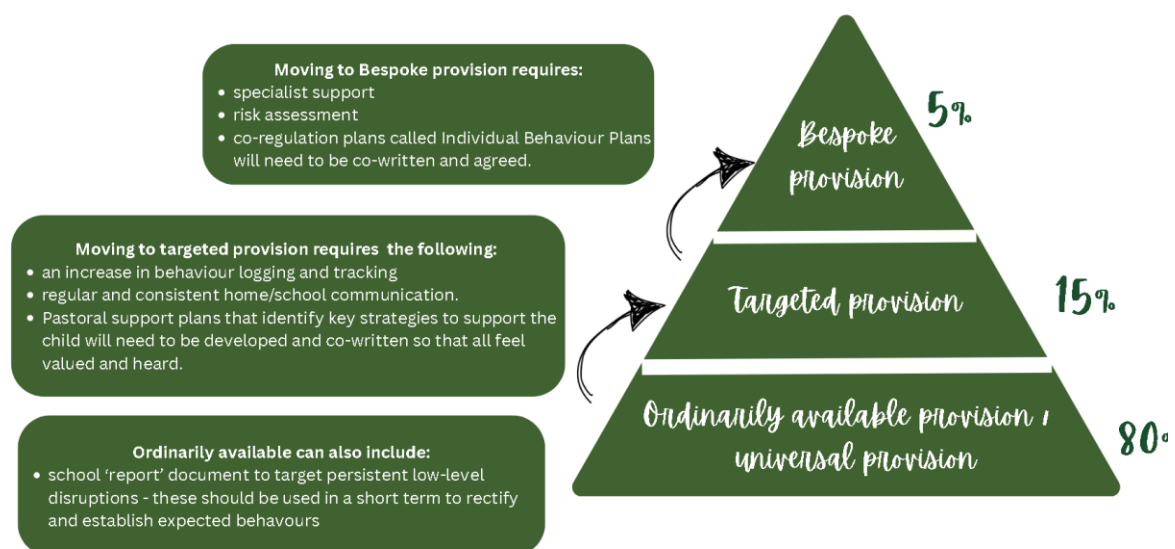
Hawthorn Tree Graduated Approach through Early Intervention

At Hawthorn Tree Primary School, the early identification of pupils' needs is essential to ensuring that appropriate support is provided at the right time and by the right professionals. Weekly strategic meetings, known as **Pastoral Spotlight**, enable staff to review pupils' needs, monitor support and interventions, and maintain strong oversight of casework. This approach ensures that actions are implemented swiftly and that key partners remain consistently informed and engaged.

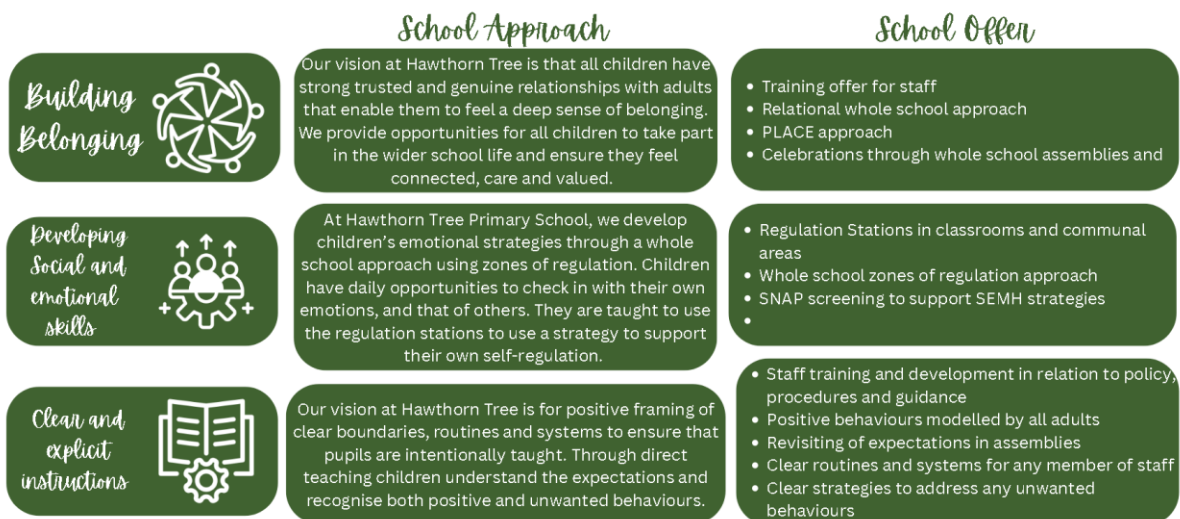
The school's **graduated response** is a staged intervention model that identifies the level and type of expertise required according to each child's needs. By connecting teams and systems across the school, the graduated response ensures a coordinated, transparent and responsive approach to supporting pupils.

Pastoral Spotlight – Aims

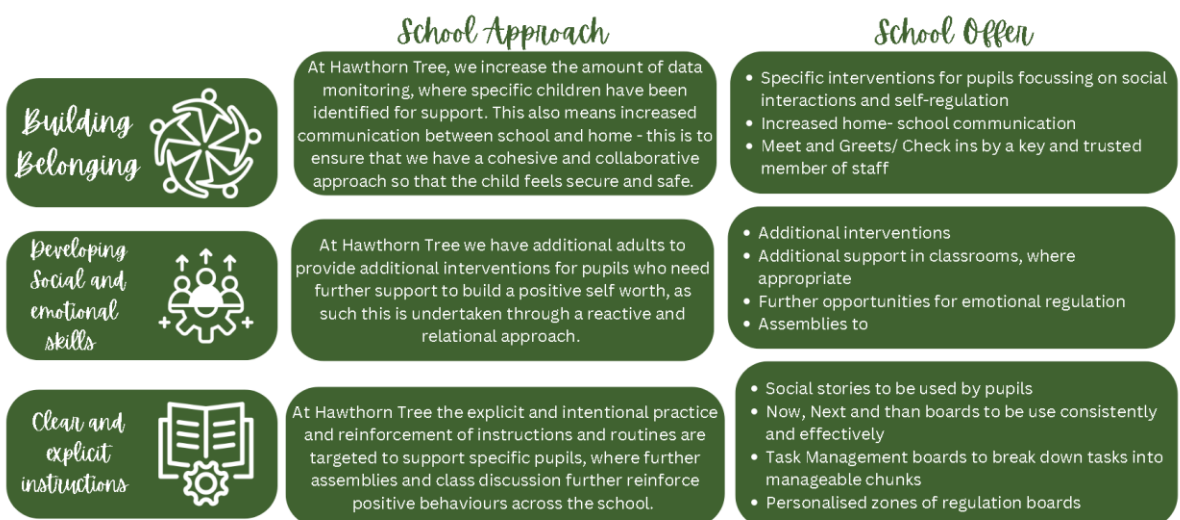
- **To maintain oversight of all pupils** through rigorous monitoring, ensuring that fundamental health, safety and welfare needs are consistently met.
- **To promote highly effective communication and collaboration** between all partners, enabling barriers to learning to be quickly identified and addressed.
- **To ensure timely, appropriate and effective actions** are taken by all partners in response to the needs of children and their families.
- **To enable swift intervention when there is a risk of underachievement**, ensuring barriers to learning are reduced or removed so that pupils do not become left behind.
- **To secure strong outcomes for vulnerable pupils**, ensuring they feel a sense of belonging, achieve well, and are supported to thrive.



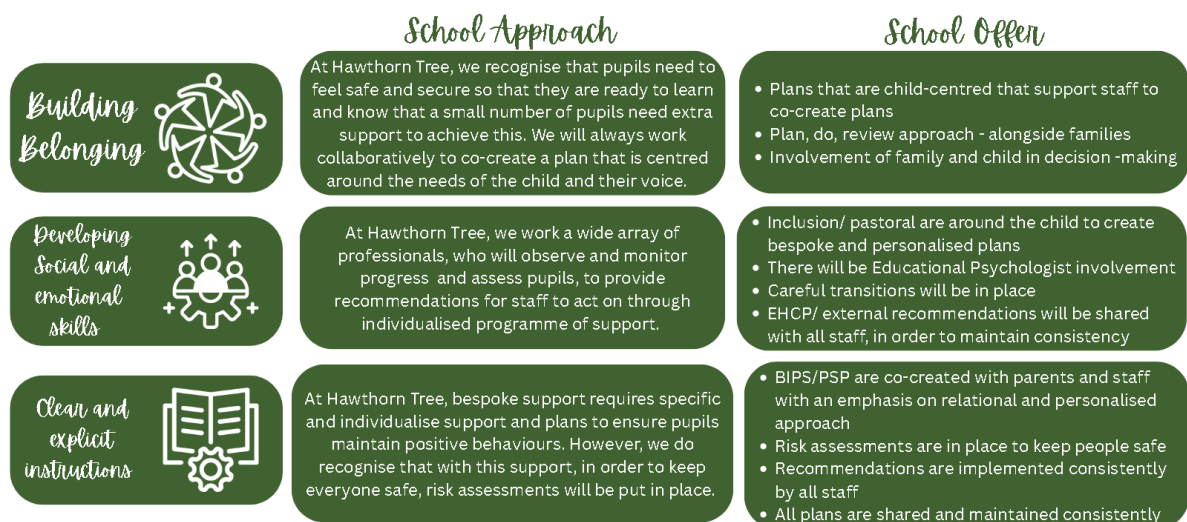
Ordinarily available provision



Targeted provision



Bespoke Provision



Team Around the Family: How We Work Together

At Hawthorn Tree Primary School, we follow a **Team Around the Family (TAF)** approach, with integrated working at its heart. This model places the **child and their family at the centre** of all planning, ensuring that support is coordinated, consistent, and designed around their needs rather than around services.

Our approach is based on the principle that all professionals involved work collaboratively toward **shared, agreed goals**. It promotes a clear understanding of each team member's **roles, responsibilities, skills, and expertise**, enabling fully informed and joined-up support. Regular reviews ensure that plans remain responsive to the child's progress and to any changes in their circumstances.

This coordinated, whole-family approach helps the child's team work to **one plan**, reducing duplication and ensuring that interventions are purposeful, effective, and focused on achieving the best possible outcomes.

We work closely with a range of local partners to provide effective support for our pupils, including (but not limited to):

- Early Help services
- Health professionals (e.g., school nursing, paediatrics)
- Educational Psychology
- Children's Social Care
- Behaviour and Inclusion teams
- Community support organisations

- Specialist SEND services
- Mental Health Support Team

This collaborative structure ensures that children and families receive **timely, holistic, and needs-led support**, with strong communication and a shared commitment to their wellbeing.

Child-on-Child Abuse

At Hawthorn Tree Primary School, **child-on-child abuse is never tolerated**. We are committed to ensuring that all forms of abuse are identified, challenged, and addressed so that a culture of acceptance cannot develop. Staff are trained to recognise a wide spectrum of harmful behaviours between pupils, including **sexual harassment, sexual violence, harmful sexual behaviour, online abuse, physical harm, coercive behaviour, and emotional or relational aggression**.

All reports or concerns relating to child-on-child abuse are treated with **the utmost seriousness**. Incidents are investigated by senior leaders who listen carefully, respond sensitively, and ensure that all children involved are supported. Parents and carers are invited to meet with school leaders so that the facts can be shared transparently, and appropriate next steps can be agreed.

Each incident is considered **on a case-by-case basis**, ensuring that any action taken is proportionate, restorative, and centred on the needs and wishes of the child who has been harmed. Where required, the school may initiate a **Team Around the Family**, make an **Early Help** referral, or involve **Children's Social Care and/or the police**.

Staff understand the importance of building trusted relationships so that children feel safe to speak about any harmful behaviour they may experience. Through our **RSHE and RSE curriculum – One Life**, pupils are taught about:

- respectful and healthy relationships
- consent and personal boundaries
- recognising unsafe or harmful behaviours
- online safety

- body confidence and self-esteem

These preventative approaches work alongside our safeguarding systems to reduce risk, promote understanding, and ensure that all pupils feel safe and supported.

For further detail, please refer to the:

- **Child Protection and Safeguarding Policy**
- **E-safety and Online Safety Policy**
- **RSHE/RSE Policy**

Support systems for Parents/Carers

Chronology

Parents will be asked to support the school in gathering information about their child, including any involvement with Health or other professionals throughout their childhood. Where appropriate, and if not already in place, parents may be encouraged to seek support from NHS services via their GP.

Early Help Assessment

It is recommended that a referral for an **Early Help Assessment (EHA)** is made as soon as parents and/or the school have concerns about a child's behaviour or overall wellbeing. A Family Support Worker may be allocated, and a successful EHA may involve a range of professionals, invited by parents and/or the school.

At this stage, it is essential that parents are fully supported through:

- Open and constructive dialogue
- Clearly defined strategies that are applied consistently across home and school
- Access to short courses or workshops that may help parents develop relevant skills or approaches

Assessments, External Advice and Referrals

A range of assessment tools may be used to identify significant areas of special educational need (SEN). Parental consent may be required, and outcomes will be shared with parents as soon as they are available.

These assessments aim to identify factors underpinning persistent disruptive behaviour and can lead to both in-school intervention and advice for home. The

school may seek support from external professionals including, but not limited to, **Educational Psychologists**. The purpose of this involvement is to help parents/carers and school staff better understand the child's needs and develop effective strategies.

At this point, with parental agreement, the school team may also pursue referrals such as **CAMHS** or other relevant support services.

Provision

If external advice has been sought and recommended strategies have been implemented, but persistent disruptive behaviours continue, the school will consider what provision best meets the child's needs. This may include:

- Personalised provision
- Therapeutic support
- Alternative or adapted approaches recommended by professionals

Suspensions, Exclusions and Our Commitment to Inclusion

Our approach is grounded in the principles of **Behaviour in Schools** and **Suspensions and Permanent Exclusions** guidance. At Hawthorn Tree Primary School, our intent is always **relational, restorative, and inclusive**. We work proactively to secure the continued inclusion of our most vulnerable learners while also safeguarding the wellbeing, safety, and education of the wider school community.

We recognise that suspensions are sometimes necessary to maintain safety; however, they are used **only as a last resort**, following a thorough review of all other options. Our aim is to ensure that children remain connected to their learning and supported by trusted adults, while harmful behaviour is addressed through repair, reflection, and clear boundaries.

Strategies to Reduce Suspensions

At Hawthorn Tree our Inclusive Practice guides us toward reducing suspensions by strengthening our **universal offer**, ensuring our staff are trained in responsive, relational practices, including:

- emotional regulation
- restorative approaches
- co-regulation
- positive behaviour strategies

Through our **pastoral graduated response pathway, through Pastoral Spotlight**, we respond proactively when a child needs support beyond the universal offer. Targeted interventions are implemented at each stage to keep children regulated, engaged, and included.

In addition, we use several wider strategies to reduce suspensions through **child-centred planning, early intervention, and collaborative problem solving**.

Examples of Inclusion Strategies

Pastoral Spotlight

When: weekly

How it works:

- Case-study discussions using a solutions-focused approach.
- Strategies identified to reduce the risk of suspension or exclusion for identified pupils.
- Progress reviews ensure the impact is monitored and new strategies are suggested when needed.

Pre-Suspension Checklist *(see appendix)*

When: Whenever a suspension is being considered

How it works:

- Provides guidance on a range of strategies that should be attempted before a suspension is issued.
- Encourages reflective practice and collaborative problem solving.
- Helps staff identify alternatives to suspension and ensure that all reasonable and appropriate steps have been exhausted.

Restorative Reintegration Processes

We recognise the importance of **restorative reintegration** following any period of suspension. Our aim is to ensure that each child is welcomed back with dignity, given a fresh start, and supported to repair harm and rebuild relationships.

Processes differ slightly depending on the length of suspension.

Before the Suspension Ends (for suspensions longer than 2 days):

- Reflective review of current provision, triggers, and what went wrong.
- A child-centred planning meeting with relevant staff and parents/carers.
- Agreement on an appropriate level of support using the **pastoral graduated response**.

After the Suspension Ends

- A carefully planned first day back, including relational support at the start of the day.
- Tailored provision in place for at least **6 weeks**, including pastoral check-ins and structured support.
- Regular **Team Around the Family (TAF)** or multi-agency review meetings to ensure:
 - shared understanding of successes
 - problem-solving next steps

- clarity of roles
- adjustments to support as required

These processes help to maintain safety, consistency, and connectedness while supporting children to re-engage positively in school life.

Our Commitment

Our school remains committed to:

- maintaining high expectations
- providing strong relational and restorative practice
- ensuring proportional and fair decision-making
- preventing repeated suspensions through early and personalised intervention
- safeguarding all pupils' education and wellbeing

Through this approach, we aim to ensure that suspensions remain exceedingly rare, used only when absolutely necessary, and followed by thoughtful, child-centred reintegration.

Provision for Excluded Pupils Exceeding Five Days

The school seeks to keep fixed-term exclusions as short as possible. Where a pupil is excluded for more than five days, the school will ensure that suitable education is provided from the **sixth day** onwards.

Part- Time Timetable/ Reduced timetable

In exceptional circumstances, the Headteacher may implement a **partial timetable** as a short-term measure. This will be carefully monitored to ensure it is safe, appropriate and used only as part of a structured, time-limited plan.

Processes for Setting Up Part-Time Timetables

At Hawthorn Tree Primary School, part-time timetables are used **only when necessary** and always with the intention of securing inclusion for the child. The following processes ensure that all part-time arrangements are lawful, carefully planned, and fully aligned with statutory guidance.

What | How

Planning and Preparation

We ensure that all statutory expectations are met and that the rationale, risks, and support strategies are clearly recorded.

Governance

In line with statutory guidelines, all part-time timetables—including any extensions beyond the initial six-week period—must be approved by the Headteacher. All arrangements are logged on CPOMS in accordance with safeguarding processes.

Co-Production with Parents and External Professionals

When a part-time timetable is considered necessary, a planning meeting is held between the school, parents/carers, and any relevant external professionals. This meeting is used to agree the purpose, structure, duration, and support arrangements of the part-time timetable.

Regular Review Meetings

Review meetings take place at agreed intervals to monitor progress, evaluate impact, and amend support as required. A date for the next review is set at the end of each meeting to maintain clear oversight and accountability.

Reintegration

A structured reintegration plan is co-produced with parents/carers. This includes consideration of lesson transitions, social times, community events (e.g., assemblies), and any adjustments needed to support a successful full-time return.

Permanent Exclusions

At Hawthorn Tree Primary School, we recognise that **permanent exclusion is a serious sanction** and should only be used **as a last resort** in response to a *serious breach* or *persistent breaches of behaviour*, or where it is necessary to safeguard the welfare and education of other pupils. Permanent exclusion is only considered **after a wide range of strategies and interventions have been explored and exhausted**. It represents the final and most serious step in our disciplinary process.

When considering a permanent exclusion, leaders evaluate a range of factors to ensure that any decision is fair, evidence-based, and proportionate.

What | How

Careful Investigation

We conduct a thorough investigation, ensuring the voice of the child is heard and all witnesses are spoken to. We consider any contributing factors, including extenuating circumstances or contextual elements that may have influenced the incident.

Clear Evidence of the Pastoral Graduated Response

Where the exclusion is being considered for persistent disruptive behaviour, we ensure there is clear evidence of the **pastoral graduated response**, including:

- Team Around the Family (TAF) planning
- Bespoke support and intervention
- Adapted provision
- Restorative approaches
- Attempts to reduce risk and improve engagement

A clear timeline of incidents, school actions, support, and interventions is reviewed to ensure that **every reasonable measure** has been taken to support the pupil prior to consideration of permanent exclusion.

SEND Needs

We consider the child's identified SEND needs and whether there may be undiagnosed needs that contributed to the behaviour. We assess whether the school has taken all appropriate steps to understand and support the child's needs in advance of the incident.

Exploring Alternatives to Permanent Exclusion

Before making a final decision, we explore all alternatives, such as:

- Off-site direction
- Managed moves
- Additional or specialist provision
- Local authority or external agency support

We liaise with the local authority and relevant partners to explore any remaining options that may prevent exclusion.

Local Authority Partnership

The school values its strong partnership with parents and carers and encourages open, ongoing communication. Where appropriate, families may be supported to access extended or external services to ensure the right help is in place.

We work closely with:

- **Pupil Reintegration Team (PRT)**
- **Behaviour Outreach Support Service (BOSS)**

These services provide advice, outreach support, and—when appropriate—access to alternative provision. This collaborative approach ensures that pupils receive the support they need throughout periods of challenge or transition.

This Relationships and Belonging policy draws on reference throughout to the following DfE documents:

This policy has been written to comply with the following legislation: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- Behaviour in Schools, Advice for Headteachers and School Staff
- A Guide for Parents on School Exclusion and Behaviour
- Arranging Alternative Provision. A Guide for Local Authorities and Schools
- Searching, Screening and Confiscation Guidance
- Use of Reasonable Force in Schools
- Guidance for schools on prohibiting the use of mobile phones throughout the school day
- Keeping Children Safe in Education
- Supporting Children with Medical Conditions at School
- SEND code of practice: 0 to 25 years Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- 4 Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014
- Behaviour in schools: advice for headteachers and school staff 2022
- Working together to safeguard children 2018
- Preventing and Tackling Bullying
- Allegations of abuse against teachers and non-teaching staff
- Sexual violence and sexual harassment between children in schools and colleges
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2022
- Screening and Confiscation

12. SEND code of practice

School policies:

- Anti Bullying policy
- Online Safety policy
- Safeguarding and Child Protection Policy
- Supporting students with medical conditions Policy
- Equality Policy
- Attendance Policy
- SEND Polic

Appendix 1: Positive framing: Positive prompts

Positive prompts can be verbal or non-verbal. They are impersonal and so do not single out or provoke shame in a pupil. When to do it: Continuously throughout the lesson as part of responsive teaching practice.

How to do it:

- Start from a foundation of clear and consistent routines and expectations
- Maintain open, positive face and body language
- Always assume the best
- Narrate the positive, not the negative
- Ask for and model the behaviour you want to see

7.4 Reminder: Affect and Redirect

Affect and Redirect statements are lightning-fast one-way statements directed to pupils who may be off task, chatting too much or calling out. Affect means emotion. They are 'I' statements that tell the listener how the speaker feels and why it makes them feel that way. They are an effective way to teach pupils how to express their emotions appropriately.

They are constructed to:

- Connect with the pupil relationally
- Remind the pupil of the agreed class expectations or values
- Direct them back to whatever they should be doing

When to do it: If a pupil is not responding to positive prompts and does not need regulatory support, use Affect and Redirect statements to quickly remind them of expected behaviours and get them back on track.

How to do it:

- Wait until pupils are busy on a task
- Get down to the pupil's level

- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The Script:

1. When you... name the behaviour
2. I feel... because... name your emotion
3. Redirect... clearly state what you want them to do

7.4 Amber: The 30-Second Script

The 30 second script is a carefully planned, utterly predictable way to send a clear message to the pupil that:

- Their behaviour needs to improve
- They are better than this behaviour
- You believe they can meet your high expectations of them It also provides the pupil with:
 - A clear reminder of the rules
 - An opportunity to tell you that they know what the right thing to do is
 - Immediate recognition to reset the positive relationship

When to do it: If a pupil continues to misbehave after a reminder, use the 30-second script to issue a warning in a kind, non-confrontational way.

How to do it:

- Wait until pupils are busy on a task
- Get down to the pupil's level
- Use a whisper volume
- Always assume the best
- Give take up time – don't linger

The script:

1. I noticed you are ... (name the behaviour).
2. It's our school value about ... (name the expectation) that I'm not seeing in action.
3. This is your warning, but I believe you can turn this around.
4. Do you remember last lesson when you ... (positive behaviour) ?
5. That is who I need to see today.
6. What do you need to do now? (Or, what I need to see from you now is...)
7. Thank you.

7.5 Action: The Restorative Chat

A restorative chat is a two-way conversation with a pupil whose behaviour has not stopped after the rest of the least-to-most intrusive strategies have been applied. It's clearly time for a conversation about positive behaviour change.

When to do it:

- During dinner

How to do it:

- Maintain open, positive face and body language
- Don't assume you know what motivated the pupil's behaviour
- Depersonalise the behaviour
- Problem solve, don't lecture

The script:

1. Explore the incident: What happened? What were you thinking/feeling at the time?
2. Explore the harm caused: How has the incident affected you? Who else has been affected? In what ways?
3. Remind the pupil of expectations: Our school rule/value is... What could you have done differently?
4. Explore how to repair the harm: What needs to happen to make this right?
Because of what happened

Appendix 2 – Report card

Appendix 3 – Logical Consequences

Types of Logical Consequences

You Break It – You Fix It

- Pupils take responsibility for resolving or repairing problems they have caused, as far as is reasonably possible.
- **Examples include:**
- A pupil bumps another on the playground and pauses to apologise and offer help.
- A pupil knocks over someone's lunch tray and helps clean up or replaces the meal.
- A child hurts another student's feelings and completes an "apology of action," such as writing a note or including the peer in a shared activity.

- Pupils involved in conflict participate in a restorative or resolution process.
- A student wastes class time and makes up the missed time later in the day.

Loss of Privilege

- When students misuse materials, spaces, or freedoms, or fail to follow agreed rules, they may temporarily lose the privilege associated with that activity.
- **Examples include:**
- A pupil misuses scissors and loses access to them for the remainder of the session.
- Pupil talking instead of working sit separately.
- Unsafe playground behaviour results in using a different area for the remainder of playtime and lunchtime.
- A student disrupts a group meeting and is asked to leave temporarily.
- Misbehaviour in line results in walking with the teacher.
- Bathroom misuse results in restricted bathroom privileges for a defined period.

Additional Examples of Logical Consequences

Behaviour Impacting Safety or Order

- Running indoors results in returning to walk safely through the space.
- Throwing equipment indoors results in temporary removal of the equipment.
- Pushing ahead in line results in moving to the back of the line.

Social and Interpersonal Situations

- Fighting over a toy results in both students pausing play until they agree to share.
- Making fun of another student results in apologising and completing a reflection activity.
- Rudeness to peers' results in participating in a restorative or counselling process.

Integrity and Responsibility

- Vandalism results in cleaning or helping repair the damage.

Technology Misuse

- Using a phone in class results in the phone being held until the end of the day.

Principles Guiding Logical Consequences

- All logical consequences used in the school must be:

Respectful: Implemented without humiliation or anger, preserving the student's dignity.

Relevant: Directly connected to the behaviour in question.

Reasonable: Proportionate to the behaviour and appropriate to the student's age and context.

Restorative: Supporting the student to repair relationships, restore safety, and return to learning.

Appendix: Model of the Brain

The Hand Model of the Brain

What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain

Cerebral cortex

Your brain working in harmony. All parts are connected and talking. The upper part of the brain can be accessed for logic, socialising and reasoning. Our upper brain is hugging our mid brain, making it feel safe

Brain Stem

Reptilian brain
Basic functions
Hind brain

Base of Skull

Spinal cord

The Cerebrum or Neo Cortex

Cerebral cortex

Prefrontal cortex

Upper brain

"Logic centre"

"Thinking brain"

"Upstairs brain"

The Cerebellum

or Limbic Regions

Hippo campus

Amygdala

Mid brain

"Big feelings"

"Cave man" brain

"Downstairs brain"

Information dump

from the Central

Nervous System



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Appendix: Understanding Childhood Experiences

STRESS & EARLY BRAIN GROWTH Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas -- a list is shown below -- that result in toxic stress that can harm a child's brain. This toxic stress may prevent child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by another child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or any other form of discrimination
15. Being homeless
16. Natural disasters and war

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

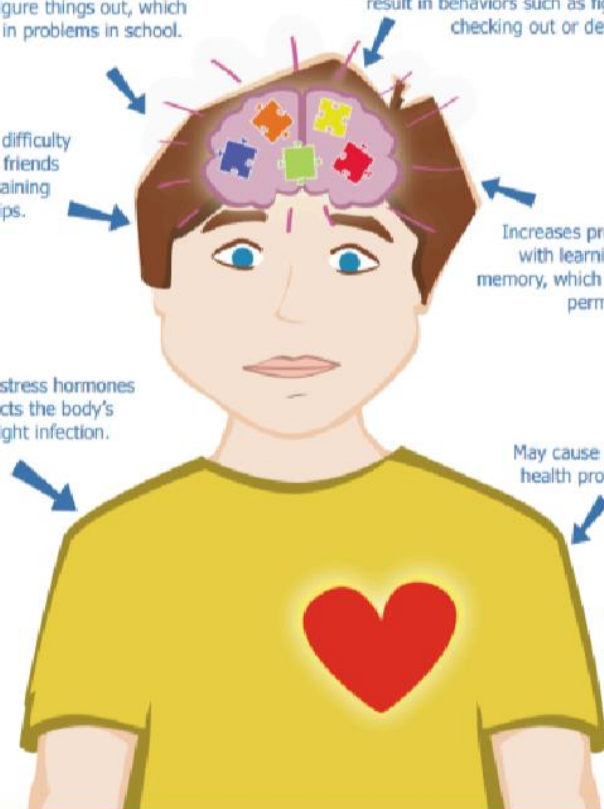
Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.

Increases difficulty in making friends and maintaining relationships.

Increases problems with learning and memory, which can be permanent.

Increases stress hormones which affects the body's ability to fight infection.

May cause lasting health problems.



A Survival Mode Response to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority. In other words:
"I can't hear you! I can't respond to you! I am just trying to be safe!"

Appendix: Pre-Suspension Checklist (Primary Phase)

To be completed by the Headteacher/Designated Senior Leader before any suspension is considered.

1. Immediate Safety & Incident Clarification

- ✓ Have all pupils and adults been made safe?
- ✓ Has the incident been recorded factually and objectively?
- ✓ Has the child been given the opportunity to regulate before being spoken to?
- ✓ Has a senior leader spoken to the child to establish what happened?
- ✓ Do we have all witness accounts (including staff)?
- ✓ Has any necessary first aid or medical attention been provided?

2. Safeguarding Considerations

- ✓ Is the behaviour linked to unmet needs, SEND, trauma, or safeguarding concerns?
- ✓ Has the DSL been informed and consulted?
- ✓ Does the incident meet the threshold for a safeguarding referral?
- ✓ Has the child made any disclosures that require immediate action?
- ✓ Have parents/carers been informed following safeguarding procedures?

3. Policy Alignment

- ✓ Does the incident meet the DfE threshold for suspension (serious breach / harm / risk)?
- ✓ Has the school's behaviour policy been applied consistently?
- ✓ Is the suspension proportionate to the incident?
- ✓ Has the graduated response pathway been followed up to this point?

4. Inclusive & Preventative Actions Already Taken

- ✓ What universal supports were in place prior to the incident?
- ✓ What targeted interventions have already been offered?
- ✓ Have staff used restorative approaches?
- ✓ Have previous strategies been reviewed (PSPs, TAF, SEND support, pastoral input)?
- ✓ Has the School Pre-Suspension Checklist been completed?

5. Exploring Alternatives to Suspension

Before proceeding, consider:

- ✓ Can the child remain in school safely with additional adult support?
- ✓ Can provision be adapted temporarily (e.g., internal inclusion, reduced timetable, structured regulation time, supervised workspace)?
- ✓ Can restorative work occur immediately to repair harm?
- ✓ Would an urgent TAF meeting or SEND review be more appropriate?
- ✓ Are additional pastoral or safeguarding assessments required first?

6. Impact on the Child

- ✓ Could a suspension escalate vulnerability (e.g., risk at home, community risk, exploitation)?
- ✓ Is the child known to external services (SEND, Early Help, Social Care)? If so, have they been consulted?
- ✓ Has the child's voice been heard and recorded?
- ✓ What do we predict the outcome of a suspension will be for this child?

7. Impact on Others

- ✓ Has harm been caused to another pupil or staff member?
- ✓ Has restorative support been planned for those affected?
- ✓ What reassurance or safety planning is needed for the wider community?

8. Final Decision Check

- ✓ Are we confident every alternative has been explored?
- ✓ Is the suspension the **least restrictive, most proportionate** response?
- ✓ Can we clearly justify how this meets statutory thresholds?
- ✓ Has the Headteacher been fully briefed?
- ✓ Is documentation complete, factual, and ready to send to parents/carers?

9. If Suspension Proceeds

Ensure:

- ✓ Parents/carers are contacted by phone and in writing.
- ✓ Work is set for the child for each day of suspension.
- ✓ A restorative reintegration meeting is scheduled before return.

- ✓ Planning has begun for at least **6 weeks** of structured support after reintegration.
- ✓ The incident and decision are logged in line with statutory requirements.

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