



HAMILTON

PRIMARY SCHOOL

Behaviour and Relationships Policy

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This policy should be used in conjunction with:-

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy

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Aims:

At Hamilton Primary School, our aim is to create a culture that makes everyone in the school community feel valued, respected and safe. At Hamilton Primary School, we have high expectations of behaviour and personal achievement **for all of our children**. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others.

We believe that good behaviour and high levels of wellbeing promotes effective learning. Staff, children and parents/carers themselves are essential in ensuring that this is understood, supported and maintained.

Our Overarching School Aim is:

We teach every child to be a kind, safe and responsible citizen so that they can thrive in the wider world.

Our Code of Conduct is:

Be Kind

Be Safe

Be Responsible

This is supported by our Core values:



An Understanding of Behaviour:

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

- Sensory overload/underload (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction) - connection seeking
- Tangible (a way of gaining access to an item or activity)
- Whether the behaviour is conscious or unconscious.
- Cognitive overload
- Change intolerance/uncertainty
- Trauma triggers (perceived threat, loss of control)

Staff work alongside each other to understand the behaviour and try to identify a need. They consider what can be changed to make things better for tomorrow.

While we seek to understand behaviour, this does not prevent the use of proportionate responses where behaviour is unsafe, abusive or harmful. The school works with children and their families to proactively prevent dysregulation.

How we support children and young people with additional needs

At our school, we acknowledge that some children will have additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which

can present themselves in many ways. Where behaviour is linked to an identified or suspected SEND need, the school will make reasonable adjustments. These adjustments will be planned, recorded and reviewed through learning guides, one planning, risk assessments and [Personal Distress Management Plans](#) in collaboration with the SENCo, parents and SLT. This document will detail the strategies to help re-regulate the child. For any child working with a [Personal Distress Management Plan](#), it is crucial that all adults involved with the child have read this document. Parents/Carers will be made aware by class teachers that the process has begun and will be kept informed along the way.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments for all children in order to best meet their needs. In our school, this is done in the context of Learning Guides and One Planning. As part of this process, children who may have SEMH needs are assessed under the Six Core Strengths: Attachment, Self-regulation, Affiliation, Awareness, Tolerance, and Respect. We utilise the Six Core Strengths Curriculum to identify specific developmental gaps and provide evidence-based interventions that help the child build resilience and social success. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We have a duty to help children to return to a place of regulation, within their 'Window of Tolerance', as only then will the children be in a place to learn, connect and thrive.

To support this process, there will be:

- Regular meetings between teachers and parents/carers.
- Specific targets for improved behaviour. A [Personal Distress Management Plan](#) may be put in place and shared with all adults involved with the child at school.
- Regular meetings with the class teacher and SENCo (where required) to discuss progress.

Additional needs may explain behaviour, but they do not excuse behaviours that cause harm to others. Where behaviour remains unsafe, despite reasonable adjustments, the school will take proportionate actions to protect the safety and well-being of others.

Foundations of our practice:

- Consistent Adult Behaviour.
- Over and Above Recognition.
- Relentless Routines.
- Scripting Difficult Conversations.
- [Restorative Follow Up](#).

Explanations of the foundations of our practice:

Consistent Adult behaviour

Strong relationships between staff and children are vital. Staff must be consistent with all children and set firm boundaries at all times, enabling all children to feel safe. Adults will model our Core Values and Code of Conduct. Adults will:

- Give first attention to best conduct.
- Persistently catch children 'doing the right thing'.
- Use consistent language.
- Foster the belief that there are no bad children, just bad choices.

Over and Above Recognition

Prosocial behaviour is promoted throughout the school in a clear and consistent way. All staff use positive behaviour management approaches, for example proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices.

Pupils will follow our school 'Code of Conduct and Core Values' and act in a respectful and responsible manner. Good behaviour is recognised sincerely. This can be done in a variety of ways and may vary according to age and stage of the children. These can include:

- Verbal praise.
- Communication Cards.
- Phone calls home.
- Certificates.
- Showing work to another class/adult/SLT.
- Celebration assembly.

Relentless Routines

We are committed to making our school a safe and calm environment. Having clearly defined routines help us to remain consistent. Routines help children feel safe and secure. While routines provide safety, reasonable flexibility will be applied to meet individual needs, particularly for children with SEND or those experiencing distress.

We do this by:

- Calmly and sensibly lining up.
- Safe walking around the school.
- Silently walking into and out of assembly.
- Ensuring children stop talking when a hand is raised by a member of staff in all settings and locations of the school.
- Ensuring that staff are on the playground to collect children promptly before the end of the break.
- Understanding that behaviour is **everyone's responsibility** and that any member of staff can ensure the relentless routines are followed, and it is not a matter of your 'position' in the staffing structure.
- Ensuring that children tidy their classroom at the end of the day before they leave.
- Ensuring that children are dismissed from class at the end of the day by first being asked to stand behind their chair, with it tucked in.

Scripting difficult conversations

At Hamilton Primary School, we believe that difficult conversations benefit from being scripted so that all staff are consistent when dealing with children in their classes and across the school.

It is important we address the language we use so that children know what to expect in any situation.

As part of our interventions, we may use the following 'microscripts' as a guide to refocus behaviour:

Notice the behaviour: "I've noticed that..."

Reminder of rules: "You know the school rules 'Be Kind, Be Safe, Be Responsible'."

Refer to previous positive behaviour: "I know you can..."

Explain the behaviour you need to see: "I expect you to... Thank you for listening."

Stepped Interventions

At Hamilton, we use Staged Interventions within class and try to keep children in their classroom as far as possible. With support, these staged interventions allow children to reflect on their behaviour, why it occurred, the impact it had and how to make better choices next time. At any stage, if a child dysregulates, staff prioritise co-regulation and safety over progression through the stages.

The below is a list of Staged Interventions and the order in which they should be followed, when behaviour escalates beyond what can be managed through normal classroom strategies, staff follow the staged response. Sometimes a response will be required that moves directly to stage 5 or 6.

We have a 'pupil friendly' table displayed in classrooms explaining how behaviour is managed in the school.

| | What happens? |
|---|--|
| Stage 1 <i>Unsociable Behaviours</i> | An adult reminds the child of the code of conduct. |
| Stage 2 <i>Unsociable Behaviours</i> | Another reminder or clear indication is given that the behaviour is not meeting expectations. |
| Stage 3 <i>Unsociable Behaviours</i> | The child must move to another space in school. This is short term, supervised, and intended to allow the pupil to regulate and return to their learning as quickly as possible. This will be followed by a restorative conversation; once the child is regulated and able to engage. |
| Stage 4 <i>Difficult Behaviours</i> <i>Possible immediate S4 if the child displayed a difficult behaviour in the first instance.</i> | <p>The adult gives the child a consequence. This will be followed by a restorative conversation; once the child is regulated and able to engage.</p> <p>If three consequences occur within 10 days a phone call will be made to parents/carers and the behaviour will be logged on CPOMS to identify patterns and provide support.</p> |
| Stage 5 <i>Continuing Difficult Behaviour</i> <i>Immediate Dangerous Behaviour</i> | <p>An adult will explain to a member of SLT what has happened.</p> <p>A member of SLT will intervene and provide appropriate support and consequence (see behaviours and possible consequences table)</p> <p>Continued Stage 5 behaviours may result in creation of a Personalised Distress Management Plan.</p> |
| Stage 6 <i>Dangerous Behaviours</i> | The Headteacher's Decision – suspension and exclusion. |

If a pupil dysregulates, to a point where safety of them or others comes into question, a member of staff sends their lanyard with a child to another adult for support. Staff may use any of the techniques shown in ([Supporting and Guiding Techniques](#)) to guide a pupil to a safer environment. This will be carried out with the utmost care and attention and in most cases by one of the senior leadership team,

unless there is a significant and immediate risk to pupils or staff, in which case any member of staff can use reasonable force to ensure the safety of others.

Where guidance is used for an extended period of time, it will be recorded as a 'physical intervention' in the school systems and parents/carers will be informed.

Touch and Physical Interventions Policy

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

There are circumstances when it is appropriate for staff to have some physical contact with pupils, which does not give rise to any question over the use of reasonable force and other physical/restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil, and this will not be done by having a child on your lap.
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching. In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:
 - the school's child protection (or any other relevant) policy
 - the applicable circumstances, such as whether there are other adults present
 - the individual pupil's age
 - any other material factors, including but not limited to whether:
 - the pupil has SEND or other vulnerabilities
 - any alternative strategies that do not include physical contact can be used

At Hamilton, some of our children will seek to be held or cuddled for comfort. When this occurs, a member of staff will ensure that they will use a 'supportive hug' as shown in '[Supporting and Guiding Techniques](#)'. If a child seeks to hold a hand, then, based on their age and stage of learning they will either be offered a hand or be 'offered an arm' as shown in '[Supporting and Guiding Techniques](#)'

The school also uses the DfE Guidance on the use of Reasonable Force and Restrictive Interventions.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

For clarification, these are the DfE definitions that we follow:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The use of physical interventions at Hamilton

At Hamilton, we try our best to avoid the use of physical interventions. We ensure that we have regular training on classroom environments and how they can be adapted to suit all learners, we have clear expectations of behaviour and these are shared with children and staff, and we ensure we work on building excellent relationships between children and staff.

Where we may have children that might need extra support, we have an open dialogue with parents/carers and put in place risk assessments, [anxiety maps](#) and [personal distress management plans](#) to reduce the need for a physical intervention.

When we get to the point of the need for a physical intervention, a trained member of the Senior Leadership Team will be called to support a child using the techniques shown in '[Supporting and Guiding Techniques](#)', although other trained staff may be used if needed.

Where this type of intervention is used, it is recorded in detail on school forms and a paper record is kept, which makes up part of the pupil record. Parents/carers are informed after the incident and where necessary, [personal distress management plans](#) are reviewed or created. The senior leadership team member recording the incident will analyse what lessons can be learnt to avoid this happening again.

If a child is at risk of harm, then any member of staff can use reasonable force, as described above, to ensure harm is avoided. Staff are not expected to place themselves at risk of injury. If a situation becomes unsafe, staff will seek support.

Types of Behaviour

| | |
|------------------|--|
| Prosocial | Behaviour that supports learning and relationships (Keep doing the right thing) |
| Unsocial | Do not seek connection or association with others. Unwilling or unable to behave sociably in the company of others or follow instructions, but not to the detriment of self or others. Seeking a connection for the wrong reasons (eg to impress a friend) |
| Difficult | Unsocial but not dangerous |
| Dangerous | Will imminently result in injury to self or others. Damage to property or behaviour that would be considered criminal. Eg Throwing the chair across the room at a child or teacher is dangerous. |

Children are not described by these terms, the behaviour is.

Below are examples of behaviours and the possible consequences that might be used. This is a school document, to be used by school professionals. Each case will be treated separately and context of the incident will be taken into account by the lead member of staff at school. This means that there may be different consequences applied to situations, other than those examples listed below. This is not an exhaustive list.

| <p style="text-align: center;"><u>Unsocial Behaviours</u></p> <p style="text-align: center;"><i>Low-level behaviours that show a lack of effort to behave in a social way with others. These behaviours disrupt learning and relationships, but are not deliberately unkind or unsafe.</i></p> | <p style="text-align: center;"><u>Difficult Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unkind, irresponsible, or deliberately disruptive. These may damage relationships, undermine learning, or show a lack of respect for others, property, or rules.</i></p> | <p style="text-align: center;"><u>Dangerous Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unsafe and are likely to cause serious harm to self, others, or property. These require urgent intervention and may result in serious consequences.</i></p> |
|--|---|--|
| <p><u>Towards Learning</u></p> <ul style="list-style-type: none"> ● Not being on task/wasting time. ● Talking while others are speaking. ● Interrupting lessons. ● Distracting other children. ● Not bringing correct equipment. | <p><u>Towards Learning</u></p> <ul style="list-style-type: none"> ● Refusing to follow instructions. ● Intentionally ignoring adult requests. ● Walking out of class without permission (non-dangerous situation). ● Persistent lateness or avoidance of work. | <p><u>Unsafe Behaviour (Risk to Self or Others)</u></p> <ul style="list-style-type: none"> ● Placing themselves in danger (e.g. climbing fences, running into unsafe areas). ● Leaving the classroom, building, or school grounds without permission. ● Behaviours that could imminently result in injury to self or others. |

| <p style="text-align: center;"><u>Unsocial Behaviours</u></p> <p style="text-align: center;"><i>Low-level behaviours that show a lack of effort to behave in a social way with others. These behaviours disrupt learning and relationships, but are not deliberately unkind or unsafe.</i></p> | <p style="text-align: center;"><u>Difficult Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unkind, irresponsible, or deliberately disruptive. These may damage relationships, undermine learning, or show a lack of respect for others, property, or rules.</i></p> | <p style="text-align: center;"><u>Dangerous Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unsafe and are likely to cause serious harm to self, others, or property. These require urgent intervention and may result in serious consequences.</i></p> |
|--|--|---|
| <p><u>Towards Others</u></p> <ul style="list-style-type: none"> ● Not allowing children to join in. ● Dismissing or ignoring others. ● Eye-rolling, tutting, or other disrespectful gestures. | <p><u>Towards Others</u></p> <ul style="list-style-type: none"> ● Back-chatting or answering adults disrespectfully. ● Name-calling, mocking, or deliberately winding others up. ● Deliberate exclusion of others. ● Making disrespectful or confrontational comments. ● Repeated minor teasing (not yet bullying). ● Intentionally swearing to cause offence. ● Poking, prodding, pushing, tripping, or other non-dangerous physical contact. | <p><u>Violence and Aggression</u></p> <ul style="list-style-type: none"> ● Intentionally spitting at others. ● Severe verbal abuse, including threats of violence. ● Fighting and/or causing injury to others. ● Using severe physical violence to cause harm. ● Deliberately throwing stones, objects, or furniture to cause harm. ● Biting others. <p><u>Damage to Property / Misuse of Equipment</u></p> <ul style="list-style-type: none"> ● Endangering others with equipment or objects. ● Intentionally hitting, kicking, or slamming windows, doors, or fences. ● Vandalising school property, including fire extinguishers, or fire alarms. ● Damage to property or behaviour that would be considered criminal. |

| <p style="text-align: center;"><u>Unsocial Behaviours</u></p> <p style="text-align: center;"><i>Low-level behaviours that show a lack of effort to behave in a social way with others. These behaviours disrupt learning and relationships, but are not deliberately unkind or unsafe.</i></p> | <p style="text-align: center;"><u>Difficult Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unkind, irresponsible, or deliberately disruptive. These may damage relationships, undermine learning, or show a lack of respect for others, property, or rules.</i></p> | <p style="text-align: center;"><u>Dangerous Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unsafe and are likely to cause serious harm to self, others, or property. These require urgent intervention and may result in serious consequences.</i></p> |
|--|--|---|
| <p><u>Towards the School Community/Environment</u></p> <ul style="list-style-type: none"> ● Interfering with others' property. ● Not lining up appropriately. ● Talking in assembly. ● Running in corridors or moving unsafely. ● Careless use of resources (e.g. Swinging on chairs, leaving mess). | <p><u>Towards the School Community/Environment</u></p> <ul style="list-style-type: none"> ● Dropping, throwing, flicking, damaging, or misusing objects, food, or equipment. ● Minor damage to property. ● Misuse of toilet areas. ● Misuse of digital devices (e.g. inappropriate searching, messaging, or gaming during class). ● Lying or deliberately misleading staff. ● Stealing. | <p><u>Impact on Community Wellbeing</u></p> <ul style="list-style-type: none"> ● Actions which significantly affect the health (including mental health), safety, welfare, or learning of others. ● Targeted harassment or hate-based abuse (e.g. racist, homophobic, sexist, or discriminatory language). ● Possession or use of dangerous/illegal items (e.g. weapons, fireworks, drugs, vapes). ● Harmful or abusive sexualized behaviour. ● Serious misuse of digital technology (e.g. cyberbullying, sharing explicit/unsafe content). |

| <p style="text-align: center;"><u>Unsocial Behaviours</u></p> <p style="text-align: center;"><i>Low-level behaviours that show a lack of effort to behave in a social way with others. These behaviours disrupt learning and relationships, but are not deliberately unkind or unsafe.</i></p> | <p style="text-align: center;"><u>Difficult Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unkind, irresponsible, or deliberately disruptive. These may damage relationships, undermine learning, or show a lack of respect for others, property, or rules.</i></p> | <p style="text-align: center;"><u>Dangerous Behaviours</u></p> <p style="text-align: center;"><i>Behaviours that are unsafe and are likely to cause serious harm to self, others, or property. These require urgent intervention and may result in serious consequences.</i></p> |
|--|---|---|
| <p>Consequences:</p> <ul style="list-style-type: none"> ● Non-verbal cue/warning look. ● Gentle verbal reminder of expectations. ● Moved seat or separated from peers temporarily. ● Short reflection task (e.g. “fix it” time, tidying, re-doing work). ● Restorative conversation (pupil recognises impact and resets). ● Recorded if persistent (to track patterns). ● Time-out or withdrawal from class (short period in another space). | <p>Consequences:</p> <ul style="list-style-type: none"> ● Formal warning and opportunity to reset. ● Loss of privilege (e.g. part of break, class responsibility). ● Restorative conversation with peer/adult (structured, not optional). ● Confiscation of misused property or device. ● Contact with parents/carers for repeated behaviours. ● Recorded centrally for monitoring by staff/SLT. | <p>Consequences:</p> <ul style="list-style-type: none"> ● Immediate removal from the situation for safety. ● Senior staff involvement. ● Parents/carers contacted immediately. ● Restorative meeting (when appropriate and safe). ● Individual support plan. ● Suspension (fixed-term) where harm is caused or threatened. ● Permanent exclusion (in line with statutory guidance) for extreme or repeated serious behaviours. ● Referral to external agencies if safeguarding concerns arise. |

Lunchtimes

Staff are trained in order to reduce antisocial behaviour and promote prosocial behaviours. Together with an atmosphere of first attention to best conduct, the MDAs follow the same stepped interventions as above. For more serious behaviours:

MDA to manage a behaviour incident on the playground if it is either '**Stage 1 or Stage 2**'. This is through a strategic 'time-out' in a defined area on the playground. These time-out areas are:

Infant Bench under Foundation window opposite main entrance door

Infant time out 1/2 minutes

Junior bench under Miss Gilvray's window.

Junior time out 4/5 minutes

If it is wet play, then time-outs will be outside the classroom door.

Stage 3 behaviour to be reported to CPOMs MDAs for recording and informing class teacher. STAR analysis to be used for recording. (Setting, Trigger, Action, Result)
Class teacher to review email notifications regarding behaviour before the end of the day to begin enquiries and to inform parents/carers.

Physical Intervention is a LAST RESORT.

Only to be used if there is a physical threat to other children/staff or the child themselves.

Fixed term (suspensions) and permanent exclusions

This policy will pay due regard to the DfE guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for exclusions of any type will result in evidence being gathered to ensure that exclusions are lawful, reasonable and procedurally fair.

Only the Headteacher can make the decision to exclude. In their absence, the Deputy Head can make the decision to exclude.

Exclusions can be either for a fixed period (suspension) or permanent.

Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Suspension or Permanent Exclusion will be considered for the behaviour of children outside of the school. Any decision to do this will be made in line with the principles of administrative law, i.e., that it is: lawful, reasonable, fair and proportionate.

When establishing the facts, the pupil's views will be taken into account, before excluding unless it would not be appropriate to do so. The pupil will be informed of how their views have been factored into the decision made.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as needed.

Who will be informed?

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Parents may wish to seek further advice via the government guidance:

[School exclusions: guide for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-exclusions-guide-for-parents)

The Headteacher will also notify without delay the Local Authority of any suspension or permanent exclusion.

The headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

Reintegration after a suspension

A meeting will always be held with either the Headteacher, or Deputy Headteacher with the pupil and their parent/carer in which the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. On arrival at the school, the pupil will be greeted and offered a number of strategies during the meeting to support their return to school. These may include, but are not limited to:

- Planned pastoral interventions;
- Mentoring by a trusted adult;
- Receiving external support.

Behaviour outside the school grounds

The school will take into account poor behaviour that takes place outside the school gates including that which may take place online. Pupils may be sanctioned for misbehaviour when:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way other identifiable as a child at the school.

Or for misbehaviour at any time whether or not the conditions above apply, that;

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

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head.

Child on Child Abuse

The school recognises that children can suffer abuse from other children on the school site. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted.

The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator, and then parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term exclusion (suspension) whilst an investigation takes place.

Other agencies will be contacted, and these may include, but are not limited to; Children's Social Care, the Police and/or the Health team.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Headteacher and any authorised staff can search pupils where they have reasonable grounds to suspect that they have a prohibited item on them. The list of items as defined by the DfE is below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - vaping products;
 - fireworks; and
 - pornographic images.

In addition to this the Headteacher, or authorised staff can search for and remove a mobile phone from a pupil in school.

Monitoring and evaluation

All staff have a responsibility for monitoring behaviour at Hamilton Primary School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal. The school will actively monitor for disproportionality in behaviour responses relating to SEND, race, gender and vulnerability, and take action where patterns emerge.

Documents referenced in this policy:

Paul Dix - When the Adults Change Everything Changes

[School Suspensions and Permanent Exclusions](#)

[Use of reasonable force in schools](#)

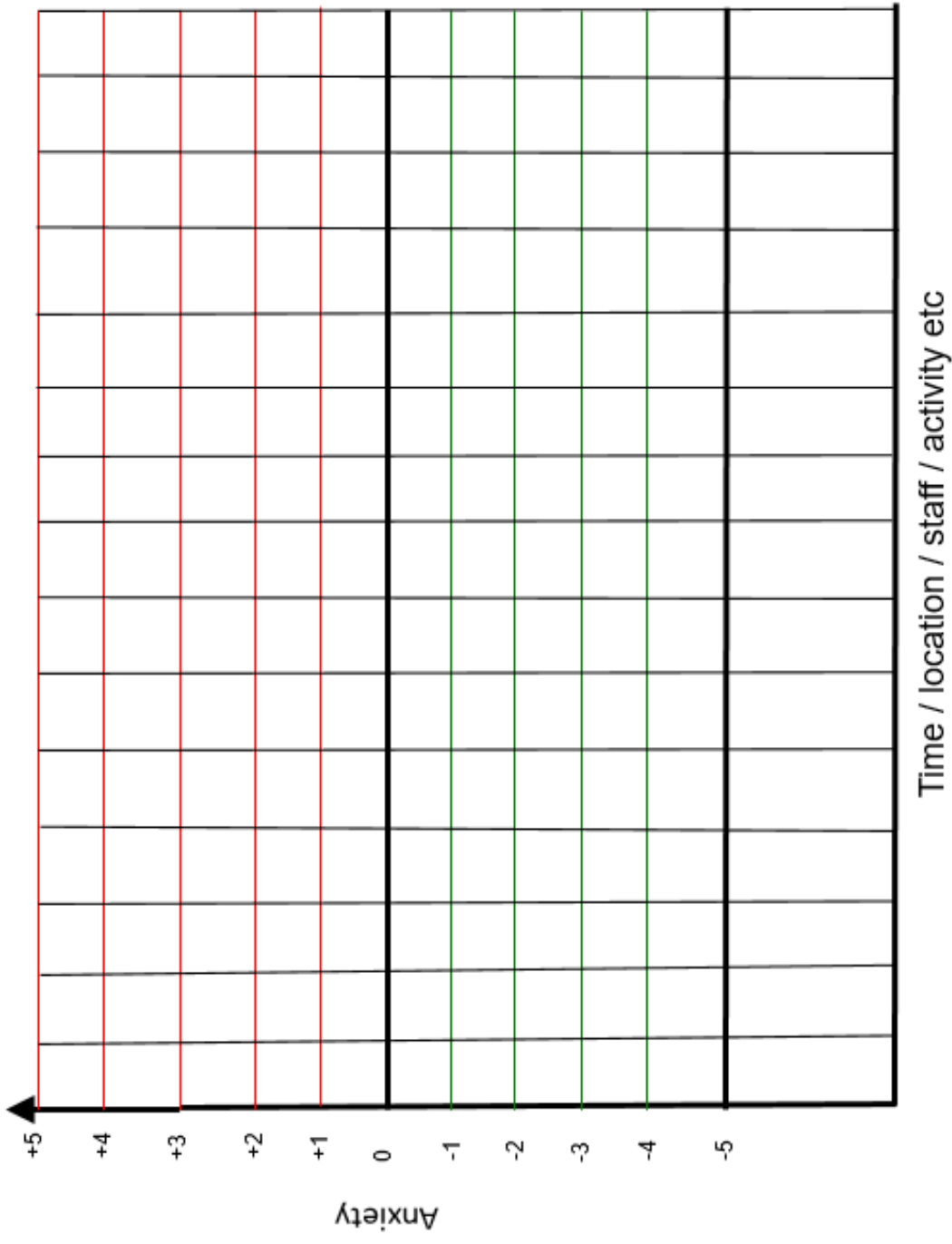
[Searching screening and confiscation in schools](#)

[Keeping children safe in education](#)

[Behaviour in schools](#)

[Behaviour in schools: Advice for Headteachers](#)

Anxiety Mapping



Personalised Distress Management Plan



| | | |
|-------|---------|--------|
| Name: | Year: | Photo: |
| Date: | Review: | |



| Stress Area: | What is it that generally causes the stress? | How does this show in the child? |
|--|--|----------------------------------|
| Physiological / sensory (biological) | • | • |
| Emotional | • | • |
| Thinking/ learning related (cognitive) | • | • |
| Social | • | • |
| Prosocial | • | • |

Adult Response Plan

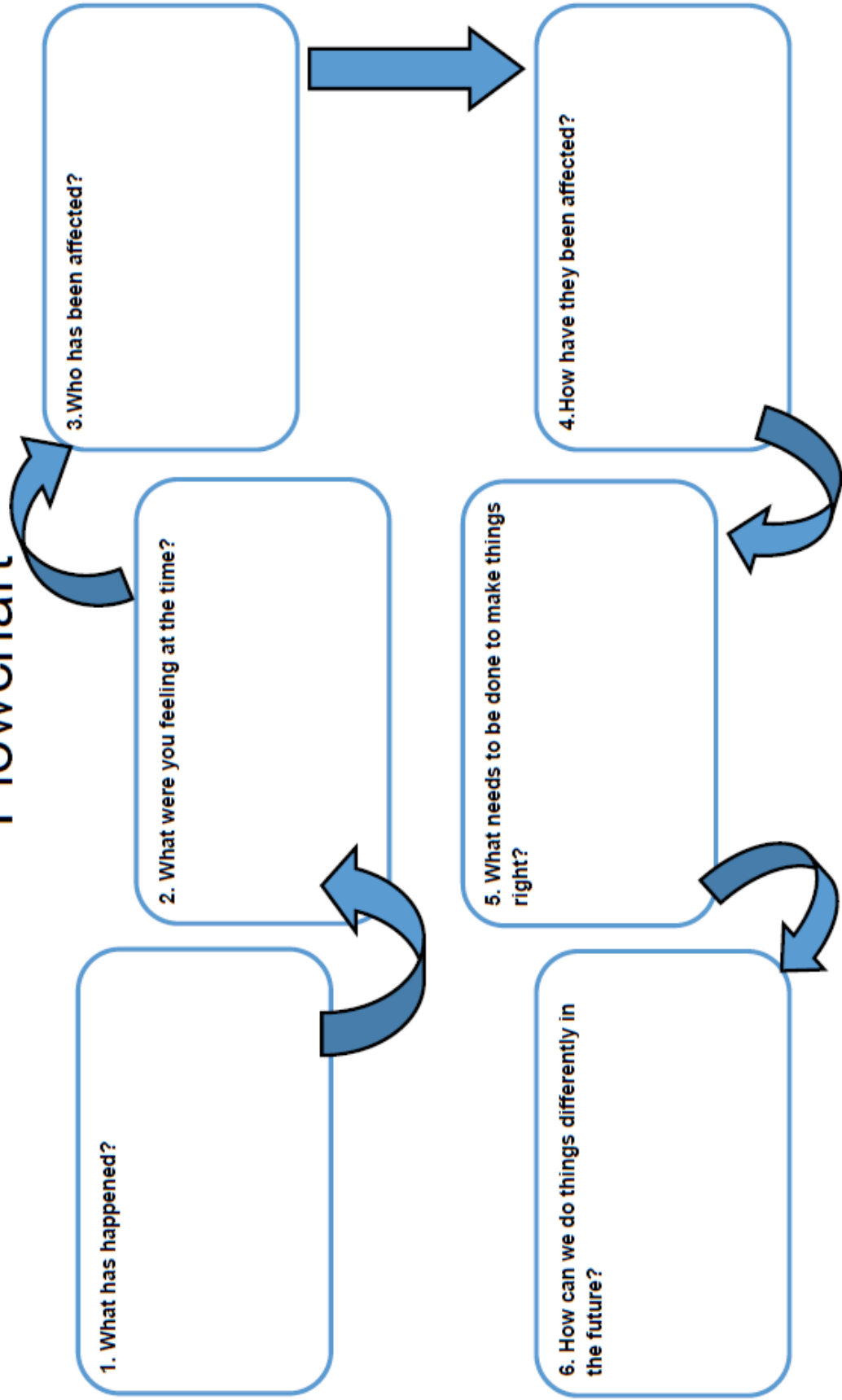
Name:

| | |
|--|---|
| Window of Tolerance | How best to support and maintain this and support regulation <ul style="list-style-type: none">• |
| Dysregulated | <ul style="list-style-type: none">• |
| Where does this stress behaviour lead to next? What we are trying to avoid? | |
| Hyperarousal | Interventions necessary to support, co-regulate and keep everyone safe <ul style="list-style-type: none">• |
| Hypoarousal | Interventions necessary to support, co-regulate and keep everyone safe |

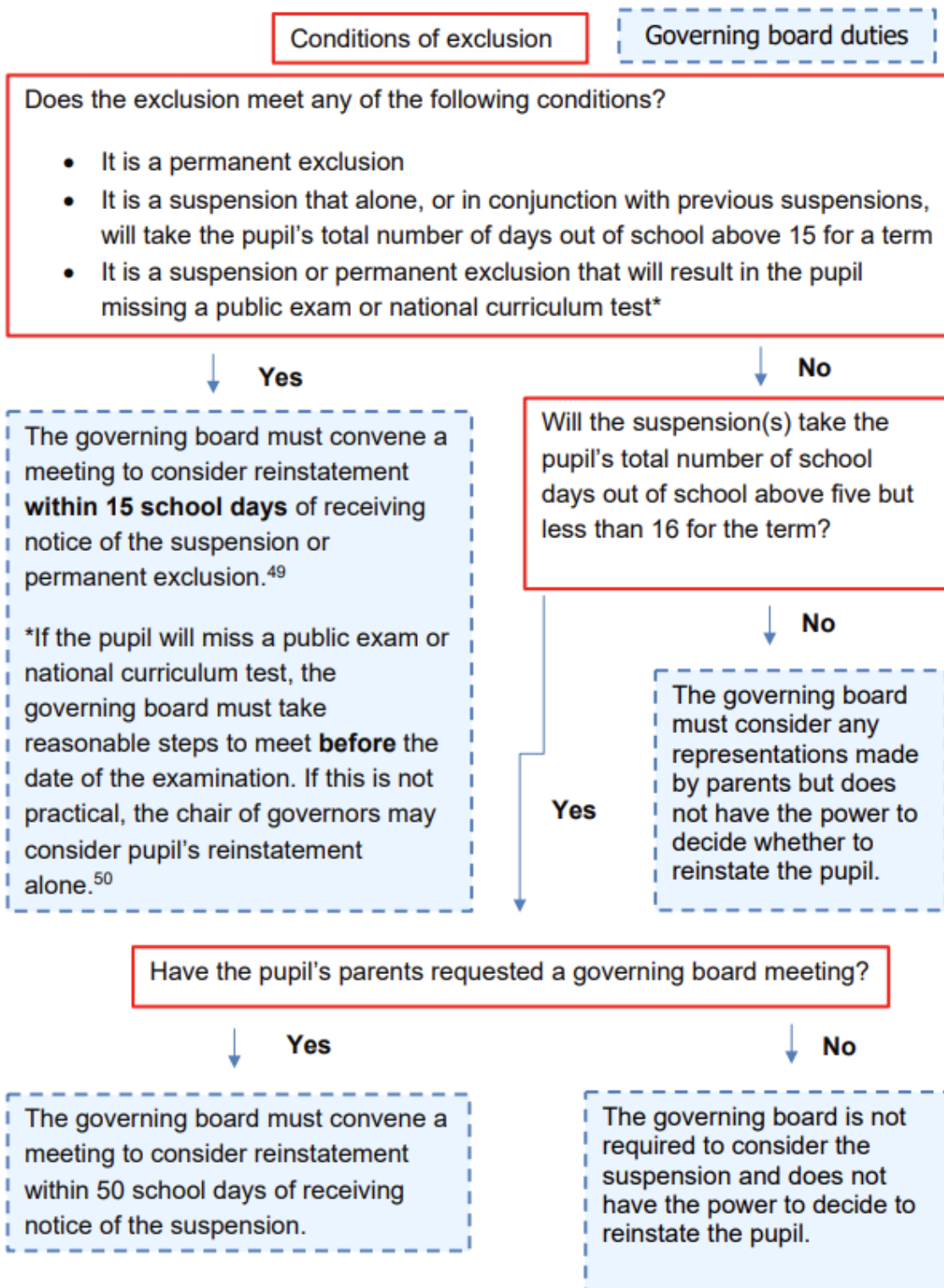
Child's self-regulation plan

| Stress Level | Strategy to Support |
|--|--|
| Red emotions Feeling afraid, angry, annoyed | How to best soothe myself |
| Yellow emotions Feeling worried, disappointed, silly | How to best to soothe myself |
| My window of Tolerance Green emotions Calm, happy, proud | How best to maintain |
| Blue emotions Feeling sad, low, sleepy | How best to re-energise and give myself hope |

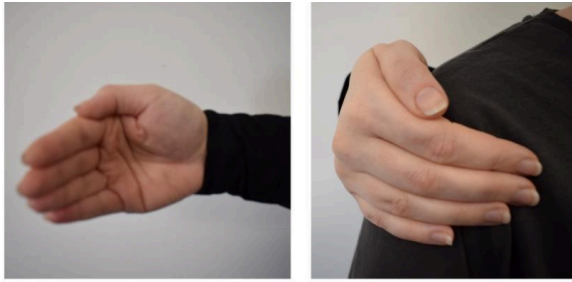


Restorative Questions Flowchart



A summary of the governing board's duties to review the headteacher's exclusion decision

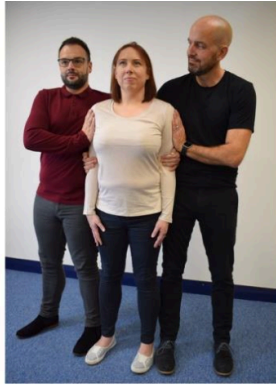


Appendix for our current policy on 'Supporting and Guiding' Techniques

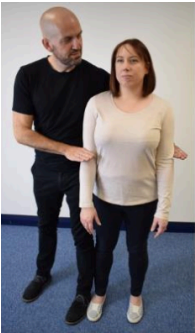
| | |
|---|--|
|  | <p>Closed Mitten</p> |
|  | <p>Offering an arm (to support, guide or escort)</p> |
|  | <p>Supportive hug (to support, guide or escort)</p> |
|  | <p>Supportive hug (to support, guide or escort)</p> |



Supportive hug (to support, guide or escort)



Supportive hug (to support, guide or escort)



Open mitten escort (to support, guide and escort)



Open mitten guide (to protect or turn)

Glossary of Terms

| Term | Definition |
|-------------|---|
| ADHD | Attention Deficit Hyperactivity Disorder |
| CPOMs | Child Protection Online Monitoring System |
| DfE | Department for Education |
| MDA | Midday Assistant |
| SEMH | Social Emotional Mental Health |
| SENCo | Special Educational Needs Co-ordinator |
| SEND | Special Education Needs and Disability |
| SLT | Senior Leadership Team |