Behaviour Policy

(Including the Statement of Behaviour Principles)

Hillside Primary School

Behaviour Policy

Including the Written Statement of Behaviour Principles

Policy owner	Headteacher and Governing Body
Operational leads	Senior Leadership Team, SENCO/DSL, Behaviour Team and all staff
Date	Draft updated August 2026
Review date	To be confirmed by the Governing Body
Applies to	All pupils, staff, parents, carers, governors, visitors and volunteers
Related policies	Safeguarding and Child Protection; SEND; Equality and Diversity; Staff Code of Conduct; Health and Safety; Mental Health and Wellbeing; Complaints; Exclusions Guidance

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Describe Hillside Primary School's behaviour for learning approach, routines, expectations and culture.
- Outline expectations, rewards, support and consequences in a way that is clear to pupils, staff and families.
- Provide a consistent approach to behaviour management that is applied fairly and proportionately to all pupils.
- Promote an inclusive, regulation-informed approach that recognises the impact of SEND, disability, trauma, mental health, communication and sensory needs on behaviour.
- Define unacceptable behaviour, including bullying, discrimination, sexual harassment, sexual violence and online harm.
- Clarify the school's approach to restrictive interventions, reasonable force, restraint, seclusion, recording and reporting.
- Ensure that pupils are supported to reflect, repair and restore relationships following behaviour incidents.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) and other relevant statutory frameworks, including:

- DfE Behaviour in schools: advice for headteachers and school staff, 2024.
- DfE Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026.
- DfE Searching, screening and confiscation: advice for schools.
- The Equality Act 2010.
- Keeping Children Safe in Education.
- DfE guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- DfE guidance on supporting pupils with medical conditions at school.
- The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.
- DfE guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Section 175 of the Education Act 2002, which outlines the school's duty to safeguard and promote the welfare of pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

> This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Equality and Diversity Policy, Staff Code of Conduct, Health and Safety Policy, Mental Health and Wellbeing Policy, Complaints Policy and Exclusions Guidance.

3. Definitions

3.1 Misbehaviour

Misbehaviour is defined as behaviour that falls below the standard that can reasonably be expected of a pupil, taking account of age, stage, context, SEND, disability, communication needs and individual circumstances. This may include:

- Disruption in lessons, around school, during transitions, and at break and lunchtimes.

- Non-completion of classwork or homework, where this is not explained by need, access or reasonable adjustment.
- Poor attitude to learning, adults or peers.
- Failure to follow reasonable instructions or agreed routines.

3.2 Serious misbehaviour

Serious misbehaviour is defined as behaviour that significantly compromises safety, dignity, learning, wellbeing or the orderly running of the school. This may include:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence or sexual harassment.
- Vandalism.
- Theft.
- Fighting or physical aggression.
- Smoking or vaping.
- Racist, sexist, homophobic, transphobic, disablist or otherwise discriminatory behaviour.
- Possession or suspected possession of prohibited items.

Prohibited items include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Cigarettes, tobacco, cigarette papers and vapes.
- Fireworks.
- Pornographic images.
- Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.

3.3 Restrictive intervention

Restrictive intervention means a means to prevent, restrict or subdue movement of the body, or part of the body, of a pupil. Restrictive interventions include both physical and non-physical actions aimed at restraining pupils in different ways. Restrictive interventions are safety measures and must not be used as punishment.

3.4 Reasonable force

Reasonable force is a term used in legislation and includes physical restrictive interventions. Reasonable means using no more force than is necessary, for the least amount of time, depending on the circumstances.

3.5 Restraint

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

3.6 Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing the pupil from leaving, either by physical obstruction, blocking or making the pupil believe they will be punished if they try to leave. At Hillside, seclusion is only ever permitted as a safety measure in response to actual or foreseeable serious emotional or physical harm.

3.7 Significant incident

A significant incident is any incident where the use of force goes beyond appropriate physical contact between pupils and staff, or is outside the guidance in a pupil's Manual Handling Guide. Significant incidents must be recorded and reported in line with this policy.

3.8 Other physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils and this does not automatically constitute reasonable force or restrictive intervention. Examples include giving first aid, guiding or escorting pupils, comforting a distressed pupil, congratulating or praising a pupil, demonstrating practical skills, or supporting a pupil in line with an agreed Manual Handling Guide.

4. Bullying

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated over time and difficult for the victim to defend against.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting or isolating others.
Physical	Hitting, kicking, pushing, taking another's belongings or any use of violence.
Prejudice-based and discriminatory	Taunts, gestures, graffiti, online abuse, verbal abuse or physical abuse focused on a protected characteristic or perceived difference.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing or discriminatory language.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, email or other digital communication.

To prevent and respond to bullying, the school will:

- Make clear that bullying is not tolerated.
- Ensure pupils know how to report bullying and understand the part they can play as bystanders.
- Record and regularly review bullying incidents on CPOMS, looking for patterns and ensuring incidents have been dealt with appropriately.
- Work with parents and carers so concerns are taken seriously and resolved in a way that protects children.
- Openly discuss difference, respect, dignity and prejudice through curriculum, assemblies and everyday school life.
- Use disciplinary measures fairly and consistently, taking account of SEND, disability and vulnerability.
- Consider the needs of pupils who have been bullied and pupils who have engaged in bullying, including whether behaviour indicates unmet need, distress or safeguarding concerns.
- Work with external agencies, including children's services, police, CAMHS or other specialist services where appropriate.

Support for pupils who are bullied

Support will depend on individual circumstances and level of need. It may include support from a known adult, ELSA support, wellbeing ambassadors, restorative support, counselling, contact with parents and carers, early help, referral to children's services, The Mental Health Support Team or CAMHS where appropriate.

Bullying of staff

Bullying or abuse of staff by pupils, parents, carers or colleagues is unacceptable. The school will respond in line with relevant policies, safeguarding duties and staff wellbeing procedures.

5. Roles and responsibilities

5.1 The governing board

- Reviewing and approving the written statement of behaviour principles.
- Reviewing this behaviour policy in conjunction with the headteacher.
- Monitoring the policy's effectiveness.
- Holding the headteacher to account for its implementation.
- Ensuring that the school has regard to statutory recording and reporting guidance for significant incidents involving the use of force.

5.2 The headteacher

- Reviewing this policy with the governing board.
- Giving due consideration to the school's written statement of behaviour principles.
- Approving this policy.
- Ensuring that the school environment encourages positive behaviour and behaviour for learning.
- Ensuring that staff deal effectively, fairly and consistently with poor behaviour.
- Ensuring staff understand behavioural expectations, routines and the importance of maintaining them.
- Ensuring new staff receive induction into the school's behaviour culture, inclusive practice, routines and support systems.
- Offering appropriate training in behaviour, SEND, mental health, restrictive interventions, recording and reporting, and Norfolk Steps where required.
- Ensuring this policy works alongside safeguarding procedures to offer pupils both support and sanctions where necessary.
- Ensuring behaviour data, including restrictive intervention data, is reviewed to identify patterns and ensure no group is disproportionately affected.

5.3 Teachers and staff

- Creating a calm, safe, organised and supportive environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Teaching, modelling and reinforcing the school's behaviour’s for learning, routines, values and standards.
- Including displaying and using the Learning Behaviours Boards.
- Using positive language, co-regulation and agreed behaviour scripts to support pupils.
- Providing a personalised approach for pupils with specific behavioural, SEND, communication, sensory, medical or mental health needs.
- Reading, understanding and following relevant Positive Behaviour Support Plans and Manual Handling Guides.
- Recording behaviour incidents, restrictive interventions and safeguarding concerns promptly and accurately.
- Challenging pupils to meet expectations in a way that is fair, respectful and proportionate.
- Seeking support from colleagues using agreed staff support scripts where needed.

The senior leadership team will support staff in responding to behaviour incidents. The SENCO/DSL and Behaviour Team will support staff with SEND-related behaviour, Positive Behaviour Support Plans, restrictive intervention practice and recording/reporting expectations.

5.4 Parents and carers

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate.
- Supporting their child in adhering to the school's behaviour policy.
- Informing school of changes in circumstances that may affect their child's behaviour.
- Discussing behavioural concerns with the class teacher promptly.
- Taking part in pastoral work, reviews, reintegration meetings or Positive Behaviour Support Plan and Manual Handling Guide reviews where appropriate.
- Working in partnership with school where concerns arise regarding the management of behaviour.

- Taking part in the life and culture of the school where possible.

5.5 Pupils

Pupils will be made aware of:

- The expected standard of behaviour at school.
- The school rules, values and routines.
- The rewards they can earn for meeting expectations.
- The consequences they may face if expectations are not met.
- The pastoral support available to help them meet behavioural standards.
- How to report bullying, discrimination, harm or worries.

Pupils will be supported to meet behaviour standards, including through repeated induction sessions where appropriate. Extra support and induction will be provided for pupils who join the school mid-phase or who need additional help to understand expectations.

6. School curriculum and Behaviour for Learning

We believe that an appropriately structured curriculum, effective teaching, inclusive practice and predictable routines contribute to positive behaviour. Lessons should have clear objectives, understood by pupils, and be adapted to meet pupils' needs. Feedback, marking and record keeping should help pupils understand progress and show that their effort matters.

The school follows a structured PSHE/RSE curriculum, currently SCARF, which promotes positive relationships, emotional literacy, safety, respect and positive behaviour. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

Teachers will display and use the Learning Behaviours Boards



6.1 School rules and values

The school rules are based on the principles of:

- Respect for myself.
- Respect for others.
- Respect for property.

The main school rules are:

- Always treat everyone with kindness and respect.
- Always be honest.

- Always take responsibility for your own actions.
- Always be careful with school property and the property of others.
- Always keep the school building and environment clean and tidy.

Our school values encourage children to be:

- Respectful.
- Caring.
- Resilient.
- Achieving.

6.2 Behaviour for learning environment

At Hillside, we recognise that positive behaviour for learning is supported by predictable routines, calm environments, clear communication and emotionally available adults. Staff will create classroom environments that are calm, organised, accessible and supportive of pupils' regulation and readiness to learn.

As part of our whole-school approach, classrooms will aim to include:

- Visual timetables.
- Calm and organised learning spaces.
- Routine transition cues.
- Positive language and interactions.
- Displayed expectations for learning behaviours.
- Visual supports, including Widgit where appropriate.
- Clear key signs and agreed communication cues, including quiet, sit down, good, stop and wait.
- Consideration of lighting, noise, sensory needs and physical organisation.
- Co-regulation strategies used consistently by adults.
- Explicit praise linked to learning behaviours, for example explaining why good listening, focus or effort is helpful.
- Reward of team points for positive behaviours.

6.3 The Hillside Five transition cue

To support consistency across the school, staff use agreed routine transition cues. This includes the Hillside Five, using a stop hand/palm signal and a countdown from five where needed. These cues support predictable transitions, reduce unnecessary verbal correction and help pupils understand expectations across year groups.

6.4 Behaviour scripts and adult support scripts

Staff will use agreed behaviour scripts to support calm, consistent responses. These scripts are designed to reduce confrontation, support regulation and maintain respectful relationships. When supporting an individual pupil, staff may:

- Start with the pupil's name.
- State what they have noticed.
- Show that they are listening.
- Give a clear direction.

Adults will also use agreed professional support scripts when offering help to colleagues. This helps staff support each other safely and consistently, while avoiding unnecessary escalation or loss of context during an incident. Staff should speak to the adult dealing with an incident and offer support by saying, ' Would you like some help?' or ' What help is needed?'

6.5 Soft starts

The school is exploring the use of soft starts to support calm entry into learning, regulation and readiness for the school day. Where used, soft starts should be structured, purposeful and consistent with the school's behaviour for learning expectations.

6.6 Mobile phones

- Only Year 5 and Year 6 pupils are allowed to bring mobile phones to school.
- Phones are kept in a box in the main school office.
- Pupils must not use mobile phones during the school day or on school property.
- Parental permission must be provided.
- The school is not liable for loss or damage to phones.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour. Staff will:

- Create and maintain a stimulating, calm and organised environment.
- Display the behaviour for learning boards.
- Greet pupils appropriately and build positive relationships.
- Establish clear routines and explicitly teach them.
- Communicate expectations in verbal, visual and non-verbal ways.
- Highlight and promote good behaviour and learning behaviours.
- Conclude the day positively and start the next day afresh.
- Have a plan for dealing with low-level disruption.
- Use positive reinforcement, co-regulation and agreed behaviour scripts.
- Consider environmental adaptations, sensory needs and communication supports before behaviour escalates.

7.2 Safeguarding

The school recognises that changes in behaviour may indicate that a pupil is in need of help or protection. Staff will consider whether a pupil's behaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. Where this may be the case, staff will follow the Child Protection and Safeguarding Policy and consider pastoral support, early help or referral to children's social care as appropriate.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected standard, staff will recognise this with positive recognition and reward. Positive reinforcement and rewards will be applied clearly and fairly to reinforce routines, expectations and the school's behaviour culture.

Teams

- Every pupil is part of a team: Water, Fire, Earth or Air.
- Team point tokens are given to pupils who demonstrate positive behaviours, particularly those linked to the values of being Respectful, Caring and Resilient.
- Team scores are celebrated weekly and the team with the most points at the end of each term receives a joint reward.
- The team with the most points at the end of the year will go on to a trophy.
- Half-termly team meetings are held to encourage, motivate and build positive mutual relationships across key stages.

Stars of the week

- Class teachers choose one Star of the Week from their class each week, linked to the school values.
- Each Star of the Week gains three bonus points for their team.
- Stars of the Week receive a certificate, pencil, sticker and star biscuit for lunch.

In-class rewards

- Class teachers use the behaviour for learning boards as in class rewards to ensure that rewards and expectations are typical across the school.
- Some pupils with SEMH or more complex needs may need an individual reward system and this will be written into a positive behaviour support plan, so staff and parents are aware.

Headteacher reward

- When pupils demonstrate outstanding effort or achievement, they may visit the Headteacher for praise and a special sticker, reward or privilege.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and prevent recurrence. Staff will create a predictable environment by addressing behaviour that falls short of expectations and responding in a consistent, fair and proportionate manner.

Staff will consider factors that may have contributed to the incident, including SEND, disability, communication, sensory needs, trauma, mental health, medical needs, safeguarding concerns, environmental factors, relationships, hunger, tiredness or transition difficulties.

De-escalation and co-regulation strategies should be used to help prevent escalation, including strategies highlighted in Norfolk Steps training, THRIVE and ELSA. When giving sanctions, staff will also consider what support should be offered to help the pupil develop behaviours for learning in the future. A THRIVE or ELSA assessment and reccomdations can be accessed via the school's behaviour support team.

The school may use one or more of the following sanctions or responses in a proportionate way:

- A verbal reminder of behaviour expectations.
- Use of agreed behaviour scripts.
- A restorative conversation.
- Referring the pupil to a senior member of staff.
- Expecting work or restoration to be completed at home or during break or lunchtime, where appropriate.
- Setting of written tasks, such as a factual account of behaviour or written apology, where this is appropriate to age, stage and need.
- Loss of privileges, such as the temporary loss of a responsibility.
- Pupil working outside the classroom or in another class for a limited period.
- Phone call or communication home to parents and carers.
- A Positive Behaviour Support Plan.
- Suspension.
- Permanent exclusion in the most serious circumstances.

Personal circumstances will be taken into account when choosing sanctions. Decisions will be made on a case-by-case basis, with regard to the impact on perceived fairness and the need to maintain safety and dignity for all.

7.5 Reasonable force and restrictive interventions

All members of school staff have the legal power to use reasonable force in limited circumstances. At Hillside, any use of reasonable force or restrictive intervention must be reasonable, proportionate, necessary and time-limited.

Restrictive interventions are safety measures. They must not be used as punishment or for the purpose of controlling behaviour where there is no actual or foreseeable risk of harm.

Staff may use reasonable force only when necessary to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at school.

Staff will always seek to use preventative, environmental, relational and de-escalation strategies first, unless the situation develops so rapidly that immediate action is necessary.

Any restrictive intervention used within school must:

- Be necessary, reasonable, proportionate and time-limited.
- Be used only as a last resort or where immediate action is necessary to prevent harm.
- Use the minimum intervention needed for the minimum time possible.
- Maintain the safety, dignity and wellbeing of all involved.
- Follow agreed strategies in the pupil's Positive Behaviour Support Plan or Manual Handling Guide where applicable.
- Be recorded and reported in line with this policy where it is a significant incident.

When considering restrictive intervention, staff must carefully recognise any specific vulnerabilities of the pupil, including SEND, disability, mental health needs, communication needs, trauma, physical disability or medical conditions. Staff should also consider whether it would be safer to move other pupils away from the space rather than moving the pupil who is dysregulated.

7.6 Other physical contact with pupils

There are circumstances when it is appropriate for staff to have physical contact with pupils, and this does not automatically constitute reasonable force or restrictive intervention. This may include:

- Giving first aid.
- Guiding or escorting pupils, such as holding a pupil's hand while walking around school or on a school trip.
- Supporting a pupil to access a space they have chosen to use for self-regulation.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or handshake.
- Demonstrating how to use a musical instrument or equipment.
- Demonstrating exercises or techniques during PE lessons or sports coaching.
- Supporting pupils in line with an agreed Manual Handling Guide.

7.7 Seclusion

At Hillside, seclusion is only ever permitted as a safety measure in response to actual or foreseeable serious emotional or physical harm. Seclusion is not a disciplinary action and must never be used as a punishment.

Seclusion:

- Must never be threatening, intimidating or punitive.
- Requires continuous supervision.
- Must be time-limited.
- Must be recorded and reported in the same way as restraint.
- Must end as soon as the immediate risk of harm has reduced.

Seclusion may include blocking a door, preventing a pupil from leaving a room, using presence or positioning to stop exit, or making a pupil believe that they will be punished if they try to leave. The place to which a pupil is confined should be safe and should not feel threatening or intimidating to the pupil.

7.8 Recording and reporting restrictive interventions

Following any significant incident involving restrictive intervention, restraint or seclusion:

- A CPOMS record must be completed as soon as practicable and normally on the same day.
- The record should be completed by the staff member or members involved.
- Parents and carers will be informed in writing by the end of the day, unless doing so would result in significant harm to the child.
- The written report should include the date, time, location and duration of the incident, a brief account of why the intervention was necessary, the type of intervention used, the degree of force applied and details of any injury where applicable.
- Where an injury requires more than basic first aid, an OSHENS record should also be completed.

- Behaviour and physical intervention information will be monitored and evaluated by the Behaviour Team, Senior Leadership Team, Headteacher and Governing Body.

Where more than one restrictive intervention is used within the same incident, staff do not need to create separate records for each intervention. The incident should be recorded as one event, including relevant details of all interventions used, and parents should be informed in writing. At Hillside we have close relationships with our families and know them well and it is normal practice to also speak to parents about incidents.

All bites on pupils must be recorded, whether they break the skin or not. Medical advice should be sought if necessary and parents/carers informed. Staff injuries should be recorded in line with the school's health and safety procedures. Any incident involving hair pulling should be considered carefully due to the risk of neck injury, and recorded where appropriate.

7.9 Confiscation, searches and screening

Searching, screening and confiscation will be conducted in line with DfE guidance. Any prohibited items found in a pupil's possession as a result of a search will be confiscated and will not be returned to the pupil. The school may also confiscate any item that is harmful or detrimental to school discipline. Such items may be returned after discussion with senior leaders and parents, where appropriate.

Searches will only be carried out by a member of staff authorised by the headteacher, or by the headteacher. The authorised member of staff will explain why the search is being carried out, what it will involve and where it will take place, and will seek the pupil's co-operation. Searches will be recorded in line with safeguarding procedures and parents will be informed of any search for a prohibited item as soon as reasonably practicable.

The authorised member of staff's power to search does not enable staff to conduct a strip search. Strip searches on school premises may only be carried out by police officers in accordance with relevant law and guidance. Staff retain a duty of care to the pupil and will advocate for pupil safety and wellbeing at all times.

7.10 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, including when taking part in school-organised or school-related activity, travelling to or from school, wearing school uniform, or otherwise identifiable as a pupil of Hillside Primary School. Sanctions may also be applied where off-site behaviour could affect the orderly running of the school, pose a threat to another pupil or adversely affect the school's reputation.

7.11 Online misbehaviour

The school can issue behaviour sanctions for online misbehaviour when it poses a threat or causes harm to another pupil, could have repercussions for the orderly running of the school, adversely affects the reputation of the school, or when the pupil is identifiable as a member of the school. Online incidents will also be considered through the lens of safeguarding and child-on-child abuse where appropriate.

7.12 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to police. If a decision is made to report the matter to police, the headteacher will make the report. The DSL will consider whether a tandem report to children's social care is appropriate.

7.13 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or sexual violence are met with a suitable response and are never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

The school has procedures to respond to allegations or concerns regarding a child's safety or wellbeing. These include processes for responding to a report, carrying out risk assessments and considering whether to manage

the incident internally, refer to early help, refer to specialist services, refer to children's social care or report to the police. Please refer to the Child Protection and Safeguarding Policy for more information.

In certain cases, the school may approach the Harmful Sexual Behaviour Team for individual advice and resources, with the permision of parents.

7.14 Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation is in need of help or whether the allegation may have been a cry for help. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break times on agreement with the Headteacher or another member of the Senior Leadership Team. The school will decide whether it is necessary to inform parents. When imposing detention, the school will consider whether doing so would compromise the pupil's safety or wellbeing.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited time. Pupils who have been removed will continue to receive meaningful education under the supervision of a member of staff, although this may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils will not be removed from classrooms for prolonged periods without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. Parents will be informed on the same day where their child has been removed from the classroom for a serious reason.

8.3 Removal versus seclusion

Staff must distinguish between removal and seclusion.

Removal	Seclusion
Disciplinary action used for serious behaviour incidents.	Non-disciplinary safety measure used only where a pupil is prevented from leaving because of actual or foreseeable harm.
Pupil is required to spend a limited time away from the classroom and continue education in a supervised setting.	Pupil is confined to a place away from others and prevented from leaving.
Parents should be informed on the same day where the removal is for a serious reason.	Parents/carers must be informed in writing by the end of the day unless doing so would result in significant harm to the child.

Recorded on CPOMS where required by behaviour or safeguarding processes.	Recorded and reported in line with restrictive intervention procedures.

If a pupil is in removal and an adult prevents the pupil from leaving because of actual or foreseeable harm, the incident becomes seclusion and must be recorded and reported in line with the school's restrictive intervention procedures.

8.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved following in-school sanctions and interventions. The decision to suspend or permanently exclude will be made by the Headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability. When incidents arise, staff will consider them in relation to the pupil's SEND, while recognising that not every incident will be connected to SEND. Decisions on whether SEND had an impact on behaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where SEND affects behaviour, the school will balance its legal duties when making decisions about enforcing this policy. These duties include taking reasonable steps to avoid substantial disadvantage to disabled pupils, using best endeavours to meet SEND needs, securing provision in EHC plans and co-operating with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour and put support in place to prevent them. Preventative measures may include:

- Breaking activities into smaller chunks.
- Adjusting seating plans.
- Use of specific resources or areas.
- Visual timetables and visual communication supports.
- Consistent transition cues and routines.
- Adapted language, scripts, tone and communication approaches.
- Sensory adaptations.
- Co-regulation and emotionally available adults.
- Staff training on specific needs or conditions.

9.2 Positive Behaviour Support Plans

Pupils who require restrictive interventions, including restraint, to prevent harm to themselves, others, significant damage to property or serious harm to learning will have a Positive Behaviour Support Plan (PBS). A PBS may also be used for pupils who need planned, personalised support to access learning safely and successfully.

A PBS will identify:

- Strengths, interests and what helps the pupil feel safe.
- Known triggers and early signs of dysregulation.
- Preventative strategies and environmental adaptations.
- Communication needs and agreed scripts or approaches.
- Co-regulation and de-escalation strategies.
- Agreed responses where risk increases.
- Any Manual Handling Guide or physical support information.
- Recording, reporting and parent communication expectations.
- Review arrangements.

The primary responsibility for completing and reviewing PBS documents sits with the pupil's class teacher, in communication with the class team, parents and carers and, where appropriate, the pupil. Electronic copies will

be saved centrally, and relevant staff, including teaching assistants, supply staff and MSAs where appropriate, should read and understand the plan. Plans should be reviewed with parents/carers and amended plans should be shared with them.

9.3 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of SEND.
- Whether the pupil was likely to behave in a particular way due to SEND, disability, communication needs, sensory needs or medical needs.

If the answer to any of these questions is yes, the school will assess whether it is appropriate to use a sanction and, if so, whether any reasonable adjustments need to be made. The school will seek to use supportive, restorative and educational responses wherever appropriate.

9.4 Considering unidentified SEND

The SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether there are underlying needs that are not currently being met. Where necessary, support and advice may be sought from specialist teachers, the local authority SEND and Inclusion Team, an Educational Psychologist, medical practitioners or other professionals. When acute needs are identified, the school will liaise with external agencies and work with parents to plan and review support.

9.5 Pupils with an Education, Health and Care Plan

The provisions set out in an EHC plan must be secured and the school will co-operate with the local authority and other bodies. If school has concerns about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction or significant incident

Following a sanction, the school will consider strategies to help pupils understand how to improve behaviour and meet expectations. Support may include daily contact with ELSA, a bespoke reward system, reintegration meetings, Thrive-informed approaches, co-regulation, adapted routines, personalised strategies and review of classroom environmental factors.

10.1 Reflect, Repair and Restore

Following significant behaviour incidents, restrictive interventions, restraint or seclusion, the school will use a Reflect, Repair and Restore approach where appropriate. The aim is to repair relationships, restore safety and support future success.

This may include:

- Pupil debrief.
- Staff debrief.
- Restorative conversations.
- Support for pupils who witnessed the incident.
- Involvement from the School’s behaviour support team.
- Review of triggers and preventative strategies.
- Review of the pupil's PBS or Manual Handling Guide.
- Parental involvement where appropriate.
- Involvement of ELSA, Thrive-informed support or other pastoral support.
- Support or supervision for staff involved in a significant incident.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards through an induction process that introduces the behaviour policy, school values, routines, behaviour for learning expectations and wider school culture. Extra support will be provided where pupils join mid-phase or have additional needs.

11.2 Preparing outgoing pupils for transition

To support smooth transition to the next year group or setting, pupils will have transition sessions with their new teacher(s), and staff will hold transition meetings. Behaviour, SEND, safeguarding, PBS and pastoral information may be shared with relevant staff to ensure continuity of support.

12. Training

As part of induction, staff are provided with this policy and additional information about managing the behaviour of pupils for whom they are responsible. Behaviour management, inclusive practice and safeguarding will form part of continuing professional development for all staff.

Staff training and development may include:

- Norfolk Steps Step On.
- Norfolk Steps Step Up, where appropriate to role and need.
- Restrictive intervention and restraint.
- Recording and reporting duties.
- Seclusion and removal.
- Behaviour scripts and help scripts.
- Classroom environment and adaptations.
- Visual supports and transition cues.
- SEND and behaviour.
- Co-regulation and emotionally available adults.
- Thrive-informed and ELSA approaches.
- The impact of mental health, trauma, communication and sensory needs on behaviour.

Permanent staff are trained according to Norfolk Steps guidance, based on the pupils and classes they work with. Step On and Step Up refresher training will be delivered in line with Norfolk Steps requirements and the school's assessed needs.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect and review data on:

- All Significant Incidents, including removal from the classroom, via CPOMS.
- Restrictive interventions, restraint and seclusion.
- Attendance, suspension and permanent exclusion.
- Use of pupil support units, off-site directions and managed moves where applicable.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions of behaviour culture.

Behaviour data will be analysed from a range of perspectives, including school level, age group, individual pupil, time of day, week or term, and protected characteristics. The school will use this analysis to meet duties under the Equality Act 2010 and to identify any trends or disparities between groups of pupils.

The school will also monitor consistency of behaviour-for-learning practice, including classroom environment standards, visual timetables, transition cues, positive language, behaviour scripts and reasonable adaptations.

This will support a consistent whole-school approach and help identify where further staff support or training is needed.

Behaviour, PBS, restrictive intervention and CPOMS data will be monitored by senior leaders and shared with the governing body according to agreed reporting arrangements.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and approved by the Governing Body at least annually, or more frequently if required to address findings from monitoring or changes in statutory guidance. The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies and guidance:

- Safeguarding and Child Protection Policy.
- Whistleblowing Policy.
- Staff Code of Conduct Policy.
- Equality and Diversity Policy.
- SEND Policy.
- Complaints Policy.
- Exclusions Guidance.
- Health and Safety Policy.
- Mental Health and Wellbeing Policy.
- Acceptable Use and Online Safety guidance.

Policy approval

Name of Link Governor	Full Governing Body
Name/signature of Headteacher	Simon Minter
Date approved	To be confirmed
Review date	To be confirmed

Appendix 1: Written statement of behaviour principles

The Education and Inspections Act 2006 and DfE guidance require governors to make and review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Hillside Primary believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of school life. At Hillside Primary, we value everyone as an individual, capable of growth, change and development. Relationships are underpinned by justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of pupils as effective and responsible citizens.

The Governors expect any policy or action to be in accordance with equality legislation and safeguarding duties.

Principles

- All children, staff and visitors have the right to feel safe at all times at school.
- Hillside Primary is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school rules should be clearly set out in the Behaviour Policy and regularly shared with pupils. Governors expect these rules to be consistently applied by all staff.
- Governors expect a wide range of rewards to be used consistently and fairly to encourage and reward good behaviour around school.
- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and consistently applied.
- Rewards and sanctions must have regard to the individual situation and individual pupil. Sanctions should be applied fairly, consistently, proportionately and reasonably, taking account of SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Exclusions, particularly permanent exclusions, must only be used as a last resort.
- Governors expect pupils and parents/carers to co-operate to maintain an orderly climate for learning.
- Violence, threatening behaviour or abuse by pupils, parents or carers towards staff will not be tolerated. If a parent/carer does not conduct themselves properly, the school may ban them from school premises and pursue further action where appropriate.
- The Behaviour Policy should include guidance on reasonable force, restrictive interventions, restraint, seclusion, recording and reporting.
- The Behaviour Policy should set out the school's response to non-criminal poor behaviour that occurs off school premises and which is witnessed by staff or reported to school, including behaviour during school activities, when wearing uniform, when identifiable as a pupil of the school, or where behaviour could affect the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the school's reputation.

Drafting note

This draft merges the current February 2026 Behaviour Policy with the July 2026 restrictive intervention addendum, the whole-staff physical intervention guidance presentation and the teachers meeting notes on environment and adaptations for behaviour for learning. This note may be removed before publication.