



Hardwick and Cambourne Community Primary School

Positive Behaviour Policy

Date Reviewed: Summer 2025

Reviewed by: Governing Body

Next Planned Review: Summer 2027

SAFEGUARDING STATEMENT

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. AIMS
2. VISION AND VALUES
3. A THERAPEUTIC APPROACH TO BEHAVIOUR
4. HCCPS BEHAVIOUR CURRICULUM
 - 4a. Rules for Respect and the 4 Rs
 - 4b. Social and Emotional Learning
5. PROMOTING VALUED BEHAVIOUR
 - 5a. Definition and examples of valued behaviour
 - 5b. Cultivating valued behaviours
 - 5c. Preventative classroom management strategies
 - 5d. Positive behaviour systems and strategies
 - 5e. Meeting needs of all pupils
6. RESPONDING TO DETRIMENTAL BEHAVIOUR
 - 6a. Definitions and examples of detrimental behaviour
 - 6b. Sanctions
 - 6c. Restorative Conversations
 - 6c. Definition and examples of consequences
7. INDIVIDUAL BEHAVIOUR PLANS
8. RISK REDUCTION PLANS
9. SUSPENSION AND EXCLUSION
10. RECORDING, REPORTING AND COMMUNICATING
 - 10a. Communicating with parents
 - 10b. Recording incidents
11. ROLES AND RESPONSIBILITIES
 - 11a. Leadership
 - 11b. Teaching staff
 - 11c. Support staff
 - 11d. Pupils
 - 11e. Parents
 - 11f. Governors
12. MONITORING AND EVALUATION
13. UPDATE AND REVISION

APPENDIX A: ADDITIONAL INFORMATION REGARDING RESPONDING TO SPECIFIC BEHAVIOURS

- Removal from the classroom
- Physical handling
- Leaving the school without permission

- **Suspension and permanent exclusion**

APPENDIX B: GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

- **Bullying (including behaviour incidents online)**
- **Prejudice related incidents**
- **Child-on-child sexual violence and harassment**
- **Behaviour outside of the school premises**
- **Suspected criminal behaviour**

APPENDIX C: Examples of behaviours and consequences

APPENDIX D: Templates

- **Individual behaviour plan**
- **Risk reduction plan**

1. AIMS

Our aim is to create a culture with high expectations of behaviour, which contributes to a calm, safe and supportive environment where our pupils can learn and thrive. The purpose of this policy is to outline expectations of behaviour, our approach to behaviour management and to ensure behaviour is responded to consistently and fairly. We believe that pupils who are happy and feel secure, are more likely to behave well and succeed.

2. VISION AND VALUES

Our school vision states:

'Our children are at the heart of everything we do. It is therefore our aim to ensure that our children are:

Happy Confident Creative Proud Successful

individuals, who are equipped with the skills and knowledge needed to thrive, not only in their learning, but in life too.'

Our shared values regarding behaviour that contribute to meeting these vision are as follows:

- We believe positive relationships and positive behaviour management strategies are fundamental
- We explicitly teach rules, routines, behaviour expectations and learning behaviours
- We model the behaviour we expect in our pupils
- We respond to behaviour calmly, consistently and fairly
- We ensure consequences to behaviour are graduated, logical and proportionate
- We recognise behaviour as a form of communication and seek to understand underlying reasons behind behaviour

3. A THERAPEUTIC APPROACH TO BEHAVIOUR

We have a therapeutic approach to behaviour management that puts the feelings of the child at the centre of everything we do and is founded on the belief that positive experiences create positive feelings, which in turn, create positive behaviour. This theory is centred around the Cambridgeshire Steps, research-based, therapeutic and trauma-informed approach, which is built on the ideas that "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo)

4. HCCPS BEHAVIOUR CURRICULUM

4a. RULES FOR RESPECT AND THE 4 Rs

Pupils at HCCPS are expected to follow our Rules for Respect, which were drawn up in full consultation with them and are given high status across our school and displayed in all classrooms, halls and playgrounds.



Additionally. We believe that at HCCPS everyone has the right to:

- Learn
- Be Safe
- Be Happy
- Be Included

AT HCCPS, EVERYONE
HAS A RIGHT TO...

LEARN

BE SAFE

BE HAPPY

BE INCLUDED

All staff teach, promote and celebrate valued behaviour and respond to detrimental behaviour by referring to the Rules for Respect and the 4 Rs and it is our expectations that everyone in the school community behaves in accordance with them.

The Rules for Respect and 4 Rs are taught to pupils through:

- Our whole school and key stage assembly program
- PSHE lessons
- Day to day in class time and through other curriculum areas, as and when appropriate and needed.

4b. Social and Emotional Learning

We recognise that children are more likely to demonstrate valued behaviours if they are equipped with the skills and knowledge associated with social and emotional learning. We teach the core competencies of SEL and associated skills, focusing on the following themes each half term:

Autumn 1	Spring 1	Summer 1
<p>Core Competency: Self-awareness</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognising strengths • Self-confidence • Self-efficacy 	<p>Core Competency: Resilience</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Self- regulation • Problem solving • Maintaining positive outlook • Asking for help/ getting support 	<p>Core Competency: Relationship skills</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Communication • Social engagement • Relationship building • Teamwork
Autumn 2	Spring 2	Summer 2
<p>Core Competency: Self-management</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal setting • Organisational skills 	<p>Core Competency: Social Awareness</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Understanding emotions • Empathy/sympathy • Appreciating diversity • Respect for others 	<p>Core Competency: Responsible decision making</p> <p>Associated skills:</p> <ul style="list-style-type: none"> • Identifying problems • Analysing solutions • Solving problems • Evaluating • Reflecting • Ethical responsibility

These are taught through:

- Our whole school and key stage assembly program
- Class assemblies
- Golden Afternoons
- PSHE lessons
- Day to day in class time and through other curriculum areas, as and when appropriate and needed.

5. PROMOTING VALUED BEHAVIOURS

5a. Definition of valued behaviours

Valued behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of others. At HCCPS, valued behaviours are those that align with our Rules for Respect and the 4 Rs.

5b. Cultivating valued behaviours

Valued behaviours are taught, modelled, promoted and celebrated by all members of the school community. We aim to encourage valued behaviours and prevent detrimental behaviour by:

- Establishing a calm, positive and engaging learning environment
- Developing positive teacher-pupil and peer relationships
- Adults being approachable and ensuring concerns raised by pupils are listened to and acted on
- Ensuring pupils feel a sense of belonging
- Explicitly teaching and discussing with pupils our Rules for Respect and the 4 Rs
- Developing pupils' social and emotional learning
- A whole school approach to mental health, which includes informal and formal pastoral care and referral to outside agencies where necessary
- Having clear and consistent expectations, boundaries and routines
- All members of staff being positive role models and demonstrating the behaviour we wish to see in our pupils including modelling calm, controlled and respectful verbal and non-verbal behaviours
- Proactively and calmly addressing early and developing behaviour issues that arise, considering how our response is designed to make the pupil feel
- Positive recognition, reinforcement and reward
- Acknowledging that pupils' behaviours are a form of communication
- Seeking to understand underlying causes for any detrimental behaviour
- Considering each pupil's individual needs and circumstances

5c. Preventative classroom management strategies

In addition to the above, the following strategies and techniques should be used in the classroom to prevent detrimental behaviours from occurring:

- Meeting and greeting pupils in the mornings as they enter the classroom
- Managing transitions and supervising where necessary/appropriate
- Seating plans that consider the behaviour of pupils
- Having teaching resources ready and lessons planned and prepared for

5d. Positive behaviour systems and strategies

It is important that all pupils are recognised for their valued behaviour including those that demonstrate this always, and those who require support to do so. Positive reinforcements and rewards should be applied clearly and fairly to reinforce rules, routines and expectations. Examples of rewards may include:

- sincere and timely verbal praise (private or public, as appropriate)
- positive individual, group or whole class recognition through individual and/or group/class reward systems that are consistent across year groups within each site
- examples of valued behaviours shared with parents
- examples of valued behaviours shared with SLT

5e. Meeting needs of all pupils

We promote high standards of behaviour and provide necessary support to ensure all pupils can achieve and thrive in and out of the classroom. Some pupils will require a differentiated approach, additional support/strategies or reasonable adjustments to behaviour expectations and consequences to meet their needs. Behaviour will often need to be considered in relation to pupils with SEND, SEMH related issues, any children who have experienced trauma, adverse childhood experiences or attachment difficulties or are exposed to other risk factors. Reasonable adjustment may be made informally or through an ADPR or individualised behaviour plan.

Reasonable adjustments to allow pupils who need some additional support to maintain valued behaviours may include:

- Arriving in class prior to other pupils to have a quieter environment to enter
- Sitting in a specific space of their own or in a different way
- Being met or greeted by a member of staff
- Movement breaks and task breakdowns
- Time in a separate space e.g. tent, breakout room, or an agreed calm and safe space
- Time to talk 1:1 with staff
- Support at break times or lunch times
- Differentiated tasks or timetable
- Small group support in or out of the classroom
- ELSA sessions
- Development of strategies/systems to manage own behaviour or emotions e.g. visual timetable, reward system, use of zones of regulation, fidget toy e.g. stress ball

6. RESPONDING TO DETRIMENTAL BEHAVIOUR

6a. Definitions and examples of detrimental behaviour

Detrimental behaviour could be difficult or dangerous behaviour that causes harm to an individual, the community or the environment. It could be behaviour that is likely to cause injury, harassment, alarm or distress. It could be behaviour that violates the rights of others.

Examples of difficult behaviour	Examples of dangerous behaviour
<ul style="list-style-type: none"> • frequent interruptions • inappropriate or offensive language • deliberately spoiling work • refusing to follow expectations or instructions • throwing objects • answering back • distracting or disrupting others by shouting or making noises 	<ul style="list-style-type: none"> • causing injury to others by hitting, pushing, kicking, biting or pinching • causing injury to others by using racist, homophobic, sexist or other prejudicial remarks • leaving the school building or site without permission • directed throwing of objects • damaging property • self-injury

See Appendix B for guidance on specific behaviour issues

6b Sanctions

At HCCPS we take a graduated approach to responding to detrimental behaviour:

Stage 1 Pre-emptive strategies e.g.

- reminder of expectations, proximity praise
- redirection, refocus
- knowing look
- ask pupil to move if appropriate
- praise positives, remind they are capable of valued behaviours

Stage 2 Verbal warning

A clear, direct verbal warning related to our Rules for Respect

Stage 3 Verbal caution

Make child aware of the detrimental behaviour and clearly outline the consequences (ideally 1:1)

Stage 4 Consequence

Explain and apply proportionate and logical consequence(s) including restorative conversation

Stage 5

SLT involvement, parents informed and behaviour recorded centrally if:

- the above steps are unsuccessful
- the pupil repeatedly gets to Step 4
- the behaviour is dangerous

Repeated Stage 4 and all Stage 5 behaviours are recorded centrally on termly Behaviour log spreadsheets on Teams (Teaching staff). In some cases, these behaviours are also recorded on ABC forms.

These steps are given to teachers to display in their classrooms:

Responding to behaviour at HCCPS

Rules for Respect

Work hard, do your best
Be kind and gentle with your words and actions
Walk sensibly and quietly
Be polite and helpful to everyone
Look after each other, our school and the environment
Respect others and co-operate
Take responsibility for your own choices

Acknowledging and celebrating valued behaviour:

Positive praise and reinforcement
Individual/class/whole school reward
Valued behaviour shared with parents and SLT

Stage 5: If repeated or dangerous...

Behaviour recorded, SLT informed and involved, parents informed. Consideration of individual behaviour plan

Stage 4: Consequence

Explain and apply timely, logical, proportionate consequence (protective and educational) + restorative conversation

Stage 3: Caution

Calmly make the pupil aware of the detriment of their behaviour and clearly outlining the consequences

Stage 2: Verbal warning

A clear, direct verbal warning, outlining the behaviour and relating to our Rules for Respect

Stage 1: Pre-emptive

Knowing look, reminder of expectations, redirect, refocus, proximity praise, praise positives

Responding to detrimental behaviour

6c Consequences

When responding to detrimental behaviour, teachers need to ensure consequences are proportionate and logical (related to the behaviour incident)

Consequences can be categorised in two ways:

Protective consequence – The immediate risk mitigation needed to reduce the risk of harm from the behaviour that has been displayed. They should be specific to the behaviour and a logical removal of freedoms to protect all those involved.

Educational consequences - The specific teaching following detrimental behaviour, designed to enable the young person when faced with the same situation to be equipped to react/respond differently and to moderate and self-regulate their behaviour

Protective consequences must be followed by educational consequences but not all incidents will require a protective consequence.

Examples of protective consequences include, but are not limited to:

- Increased staff ratio
- Limited access to outside space
- Adult supervision in social situations
- Restricted off site activities
- Differentiated/alternative teaching space
- Differentiated/alternative resources

Examples of educational consequences include, but are not limited to:

- Learning the relevance of and completing tasks/finishing work
- Rehearsing and practicing behaviour expectations
- Assisting with or planning for repairs
- Educational opportunities to increase understanding of their behaviour
- Restorative conversations

E.g. a child who hurt other children on the playground.

Protective consequence – removed from the playground.

Educational consequence – time spent focusing on the harm of their behaviour, exploring how people feel. Followed by demonstrating positive interaction with a peer inside, evidencing the child maintaining safe touch.

Once the educational consequences have been thoroughly explored, the freedoms restricted by the protective consequences can begin to be returned in a way that maximises the child's opportunity for success.

See Appendix D for more examples of consequences following stage 4 and stage 5 detrimental behaviour

6c. Restorative conversations

Restorative conversations should follow all incidents of Stages 4 and 5 detrimental behaviour. The aim of restorative conversations is to repair any harm (physical or emotional) done to people or relationships by looking at the experiences, feelings and needs to everybody involved, and planning to ensure conflict is less likely in the future. These conversations should always be after the event, once all parties are calm and ready to listen and talk. Teachers are provided with laminated restorative conversation question prompts for their lanyards which contains the following questions (Restorative 5)

- Can you tell me what happened?
- What were you thinking/feeling at the time? (and how are feeling now?)
- Who has been affected and how?
- What could you do to make things right?
- How can we prevent this from happening again?

7. INDIVIDUAL BEHAVIOUR PLANS

In the event of continued difficult or dangerous behaviour, pupils will require additional support and an individual behaviour plan. In completing this plan, staff will be able to predict when the behaviour occurs and put in place strategies to prevent it from recurring. Staff may also record incidents using an ABC sheet to track and analyse behavioural incidents. Individual behaviour plans will include:

- a description of the behaviour
- the context of the child, including any diagnosis or underlying reasons/ functions for the detrimental behaviour
- prediction and analysis of triggers/times/experiences when the detrimental behaviour is displayed
- strategies to prevent the triggers/times/experiences when the detrimental behaviour is displayed
- any additional or differentiated adjustments/ strategies or support being put in place for the pupil e.g. ELSA or individual behaviour system
- consistent protective or educational consequences
- agreed positive handling plan if needed

Individual behaviour plans should be shared with parents and any positive handling agreed with them.

See Appendix C for Individual Behaviour Plan template

8. RISK REDUCTION PLANS

A Risk reduction plan may be written if the behaviour of a pupil escalates to serious, persistent, dangerous behaviour that puts others or themselves at risk.

Risk reduction plans will include:

- Risk reduction measures and differentiation
- Strategies to respond to anxiety/difficult behaviours
- Strategies to respond to crisis/dangerous behaviours
- Post-incident recovery and debrief measures

See Appendix C for a Risk Reduction Plan template

9. SUSPENSION AND EXCLUSION

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school provision of support and interventions. See Appendix A for more information.

10. RECORDING, REPORTING AND COMMUNICATING

10a. Communicating with parents and carers

Parents /carers may be informed about their child's behaviour if:

- ongoing difficult behaviour (Stage 4) of their child affects their learning and wellbeing or that of their peers
- there is a breach of safety to the child themselves or others
- the behaviour has resulted in the pupil being removed from the classroom
- the behaviour has resulted in the use of reasonable force that has not already been agreed with parents in an Individual Behaviour Plan or Risk Reduction Plan

In the case of behaviour that is dealt with by class teachers, they must inform parents what has happened, and what consequences will be put in place. They may also discuss further actions to support behaviour, for example seeking support from outside agencies, interventions or individual behaviour plans. They should not name other children involved. This conversation could be face to face in the classroom or on the telephone. Other parents should not be within earshot. SMT may also be involved in these discussions.

10b. Recording and reporting incidents

The following incidents will be recorded in school and reported when necessary:

- Any incidents that relate to child protection and safeguarding (logging incident on My Concern)
- Persistent or ongoing difficult or dangerous behaviour (logged in school on Termly Behaviour Record spreadsheet and/or ABC sheet)
- Bullying incidents (logged in school on Termly Behaviour Record spreadsheet)
- Prejudice-related incidents (logged in school on Prejudice-Related Incident form and reported to the Local Authority PRfE online reporting tool by the Headteacher/Heads of Campus)
- Removal from classroom (logged in school on Termly Behaviour Record spreadsheet (on Teams))
- Suspension and exclusion (logged in school and Local Authority informed)

Data from these recorded incidents will be monitored and reviewed by SLT to ensure they are dealt with effectively, identify any repeated patterns and make decisions as to whether additional or alternative approaches to such incidents are needed to reduce or prevent recurrence of misbehaviour.

11. ROLES AND RESPONSIBILITIES

It is the responsibility of all stakeholders to ensure this policy is followed and applied consistently across the school and applies to all children who attend HCCPS in any situation where they are on school grounds, representing the school at an event, on an educational visit or anywhere they could be seen as representing our school.

We expect all our staff to:

- Be positive role models
- Provide a challenging, engaging and relevant curriculum
- Create an environment that is secure and safe
- Treat all children fairly and with respect
- Respond to behaviour clearly and consistently
- Foster good relationships with pupils and parents/carers
- Recognise that each child is an individual and be aware of their needs and possible underlying causes for their behaviour

11a. Leadership

It is the responsibility of the Headteacher and Heads of Campus (SLT) to:

- implement the school's behaviour policy without prejudice throughout the school and report to governors, when requested on the effectiveness of the policy.
- support the staff in understanding behavioural expectations, ensuring consistent responses to behaviour and in implementing the policy.
- consider any appropriate training that may be required for staff (including how certain special educational needs, disabilities or mental health needs may at times affect pupils' behaviour) and ensure all new staff are inducted in to the school's behaviour culture and policy.
- monitor the consistency of application of the policy to ensure that it is applied fairly.
- routinely engage with pupils, parents and staff on setting and maintaining high standards of behaviour

11b. Teaching staff

It is the responsibility of teaching staff to:

- follow the agreed policy and practice to ensure a consistent, whole-school, therapeutic approach to behaviour
- establish and maintain a calm and safe environment for all pupils
- promote the whole-school approach to behaviour by teaching, modelling and promoting valued behaviour and positive relationships
- communicate behaviour expectations, routines, values and our Rules for Respect/ 4Rs
- respond consistently, fairly and proportionately to detrimental behaviour in line with this policy and administer and supervise any consequences applied.
- If on duty at break times, ensure pupils who display dangerous behaviour are removed from the playground immediately and reported to a member of staff (Class teacher or SMT/SLT)
- if on duty at break times, be proactive in engaging with pupils and monitoring behaviour and any developing situations
- listen to and address all pupil concerns e.g. pupils should not just be told to ignore the person they have reported or told to move away and play with someone else
- support pupils in resolving disputes where possible, including discussing how children feel and how the situation can be repaired and pass this information on to class teachers when necessary
- report and record behaviours as per this policy
- ensure that parents are informed of any repeated Stage 4 and every Stage 5 incidents

11c. Support staff

It is the responsibility of support staff to:

- follow the agreed policy and practice to ensure a consistent, whole-school, therapeutic approach to behaviour
- support pupils in meeting behaviour standards and following our Rules for Respect
- model and promote valued behaviour and positive relationships
- treat every child fairly, consistently and with respect, whilst maintaining an understanding of pupils' individual needs and circumstances
- reports significant incidents or concerns to the class teacher and discuss and agree with them, any consequences for detrimental behaviour
- ensure pupils who display dangerous behaviour are removed from the playground immediately and reported to a member of staff (Class teacher or SMT/SLT)
- if on duty at break and lunch times, be proactive in engaging with pupils and monitoring behaviour and any developing situations
- listen to and address all pupil concerns e.g. pupils should not just be told to ignore the person they have reported or told to move away and play with someone else
- support pupils in resolving disputes where possible, including discussing how children feel and how the situation can be repaired and pass this information on to class teachers when necessary

11d. Pupils

It is the responsibility of pupils to:

- follow our Rules for Respect, 4 Rs, standards of behaviour, values and routines expected at Hardwick and Cambourne Community Primary School

- contribute to a calm, safe and supportive environment where all children can learn and are treated with respect and dignity

11e. Parents/Carers

The role of parents is crucial to helping schools develop and maintain good behaviour. By their children attending Hardwick and Cambourne Community Primary School, parents and carers have accepted the school's behaviour policy.

It is the responsibility of parents and carers to:

- be aware of our behaviour policy, expectations and Rules for Respect
- support staff in implementing the policy
- make their child aware of appropriate behaviour
- foster good relationships with the school
- abide by the school's Positive Parental Behaviour policy
- where a parent/carer has concerns over the management of behaviour, contact the school directly and continue to work in partnership with them
- attend meetings with their children's class teacher or Headteacher/Head of Campus to review any support, interventions or plans in place for their child regarding behaviour.

11f. Governors

The Governing Body carries out its statutory functions for the management of behaviour at school with due regard to the appropriate legislation and consider their duties under Section 175 Education Act 2002. The Governing Body will monitor the implementation of the behaviour policy and receive regular reports about its implementation.

11. MONITORING AND EVALUATION

Yearly questionnaires to staff, parents and children gain their views on pupil behaviour and expectations, and these findings enable us to review existing practice and adopt or alter various strategies, such as our use of rewards and consequences.

The effectiveness of our rewards and consequences are regularly reviewed in staff meetings, and our consistency in applying this policy is also a focus of our monitoring process.

It is the responsibility of the governing body to agree and then monitor the school positive behaviour policy. Our governing body may, at any time, request from the Headteacher a report on the behaviour of pupils in the school.

12. UPDATE AND REVISION

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan. This policy will be reviewed and revised every two years and with consideration to our anti-bullying policy.

APPENDIX A: ADDITIONAL INFORMATION REGARDING RESPONDING TO SPECIFIC BEHAVIOURS

Removal from the classroom

This is differentiated from circumstances in which a pupil is asked to step outside the classroom briefly. It also differentiated from a separate, identified, space some children may use to work undistracted or to calm down.

Removing a pupil from the classroom should be considered a serious sanction and only used when necessary and other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. The removal should allow for continuation of the pupil's education in a supervised setting, which is in an appropriate area for this. Work provided may differ from the mainstream curriculum but should still be meaningful for the pupil. Parents should be informed on the same day if their child has been removed from the classroom. As with all responses, staff must ensure this sanction is proportionate and consider the circumstances of the child.

Removal should be used for the following reasons:

- To maintain safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space

Schools should collect, monitor and analyse removal data internally to identify any underlying factors that may be contributing to the disruptive behaviour, patterns, effectiveness of removal and whether the pupil may benefit from additional support or alternative approaches. Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support to help improve behaviour and reintegrate in to class.

Use of Reasonable Force

Under Section 93 of the 2006 Education and Inspections Act, all members of school staff have a legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

In cases of dangerous behaviour, staff will endeavour to de-escalate the situation and remove others to ensure their safety if needed. If this fails, or there is an imminent risk including any of the circumstances above, they may need to resort to the use of reasonable force to ensure the safety of all.

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out by the DfE and the school provides staff with opportunities to access the appropriate training.

In occurrences of repeated physical interventions, an Individual Behaviour Plan or Risk Reduction Plan will be written, discussed and agreed with parents/carer. APDRs may also be reviewed and outside agencies may become involved with the agreement of parents.

Leaving the school without permission

Staff should never run or chase after a child who leaves the premises without permission, as this is likely to exacerbate the situation. The Headteacher/Heads of Campus and the school office should be informed as soon as possible of any child who has potentially left the premises. Any available member of staff will then search the premises for the child. If he/she is not found on the premises, the parents and police should be informed immediately.

Suspension and permanent exclusion

The Headteachers powers to use suspension/exclusion

Only the Headteacher has the power to suspend or permanently exclude a pupil from school. Any decision to suspend / exclude must be made in line with the principles explained in the DfE Guidance and Education Act and the Guidance on Suspension and Permanent Exclusion published by the DfE in September 2022.

A pupil may be suspended for one or more fixed periods, for up to 45 days in a single academic year, or permanently excluded. A pupil's behaviour outside school can be considered grounds for suspension or permanent exclusion. Any decision of the head teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law i.e., that it is: lawful; reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher will apply the civil standard of proof i.e 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept something happened if it is more likely that it happened than did not happen. The headteacher will take into account their legal duty of care when sending a pupil home following a suspension.

The headteacher will also take the pupil's view into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

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 nor does it have to be for full school days. For example, if a child's behaviour at lunchtime is disruptive, they may be suspended from the school's premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half the school day.

It is important that a pupil still receives an education if they are suspended. The head teacher will ensure that work is set and marked for a pupil during the first five school days of a suspension. The school may utilise their online learning platform, Seesaw, or any other online pathway that they see fit to provide this education.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school (unless the pupil is reinstated). The decision to exclude a pupil permanently is not taken lightly and will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Where a pupil is permanently excluded, the head teacher will take reasonable steps to ensure that work is set and marked for pupils for the first five days where the pupil will not be attending Alternative Provision.

Cancelling Exclusions

The head teacher may choose to cancel any exclusion that has already begun, but this will only occur, where it has not yet been reviewed by the governing body. Where an exclusion is cancelled, then:

- Parents, the governing body, and the LA will be notified without delay and, if relevant, the social worker and VSH.
- Parents will be offered the opportunity to meet with the head teacher to discuss the circumstances that led to the exclusion being cancelled;
- The pupil will be allowed back in school
- The head teacher will report to the governing body, once a term on the number of exclusions being cancelled which would include the circumstances and reasons for the cancellation.

Informing Parties about a Suspension/ Exclusion

Should the decision be made to suspend or permanently exclude a pupil, the head teacher will, without delay, notify the parents of the period of the suspension and the reasons for it. The head teacher will also provide this information in writing to parents too, making it clear how parents can make representations to the governing body about the suspension/permanent exclusion.

The head teacher will also inform the Local Authority about any suspensions/permanent exclusions along with any Social Workers and/or the Virtual School Head, who may be involved with that pupil.

The head teacher will also inform the governing body, without delay of:

- Any suspension which would result in a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any permanent exclusion
- Any suspension or permanent exclusion, which would result in the pupil missing a national curriculum test.

The role of the Governing Body to review the head teacher's exclusion/suspension decisions

The governing body has a duty to consider any parental representations about a suspension or a permanent exclusion of a pupil made by the head teacher.

They also have a duty to consider and decide on the reinstatement of any suspended or permanently excluded pupil, within 15 school days of receiving notice from the head teacher of:

- A permanent exclusion occurring
- A suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- A permanent exclusion/suspension occurring which would result in the pupil missing a national curriculum test.

The governing body as a pool of governor, who can be called upon, in this eventuality.

Please see Appendix which summarises their role in a flow chart.

Reintegration after a suspension

Hardwick and Cambourne Primary School will support any pupil to reintegrate successfully back into school life and full-time education following a suspension. This strategy will be designed to offer pupils a fresh start; as well as help them to understand the impact of their behaviour on themselves and others.

A reintegration meeting will be organised, preferably with parents, before a pupil's return to school. During this meeting, the school will communicate to the pupil that they are valued, and previous behaviour will not be seen as an obstacle to success. This strategy will be clearly communicated at a reintegration meeting before the pupil's return to school.

APPENDIX B

GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. See Anti-bullying Policy and E-Safety Policy.

Prejudice related incidents

At our school we define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Prejudice related incidents will not be tolerated and will be investigated, recorded and reported. See Prejudice Related Incidents Policy.

Child-on-child sexual violence and sexual harassment

See Safeguarding and Child Protection Policy

Behaviour outside of the school premises

If appropriate, we will respond to detrimental behaviour outside of the school premises or online, which includes non-criminal poor behaviour and bullying and is witnessed by a staff member or reported to the school, in line with the rest of our behaviour policy. Conduct outside of the school premises, including online conduct, that may require the school's response could include:

- When taking part in any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions in the orderly running of the school
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be in line with this policy if it is made on the school premises or elsewhere at a time when the pupil is under the supervision of a member of staff of the school.

Suspected criminal behaviour

In cases where a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to the police, the school should ensure any further action we take does not interfere with any police action taken. However, we will retain the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. It would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

APPENDIX C

Examples of Behaviour and Consequences

Behaviour (Stage 4)	Logical consequence (protective and/or educational)
Disrupting in lessons e.g. low level- not listening, disrespect, distracting others	Removal to another classroom with work, for 10 minutes (protective) Restorative conversation at break/lunchtime (educational)
Unsafe behaviour on playground	Removal from playground (protective) Restorative conversation (educational) Not allowed on playground unescorted until child can act safely/responsibly (protective) Reparative – apology (educational)
Fighting	Removal from the playground / classroom (protective) Restorative conversation (educational) Separate playtime from particular children (protective) Watching other children playing (educational) Resolving conflict with the class teacher (educational) Role play scenarios (educational)
Not completing learning without good reason	Complete learning during next break time - doesn't have to be all the learning- what is appropriate (protective) Restorative conversation (educational) Target PSHE lesson/circle time/assembly about importance of learning (educational) If continuous- daily check in with teacher / parents made aware (educational)
Swearing / inappropriate language	Removal from the playground / classroom (protective) Restorative conversation (educational) Separate playtime from particular children (protective) For repeated swearing / inappropriate language, reward system for not making poor language choices (protective) Parents informed (educational) Social stories (educational) Reminder of other words that can be used (educational)

Behaviour (Stage 5)	Logical consequence (protective and/or educational)
Seriously hurting a member of staff or another child intentionally; continuous unsafe behaviours which cannot be de-escalated; serious disruption to learning; significant damage to property and continued bullying (after intervention from parents/staff);	Internal Exclusion (protective) Parents informed by member of SMT (protective) Reintegration meeting, including child, parent, class teacher & member of SMT before going back into the classroom. Meeting is to remind child that they are safe, wanted and cared for at HCCPS as well as reminding them of the expectation of the school (protective) Learning which can be accessed independently, provided by class teacher which is enough to sustain the full length of the internal exclusion (protective) Child given opportunity to go outside, just not with other children (protective) Social stories read with an adult daily (educational) Reward chart focused on specific behaviour (educational) Weekly meetings with member of SMT (educational)
Seriously hurting a member of staff or another child intentionally; continuous unsafe behaviours which cannot be de-escalated; significant damage to property and continued bullying (after intervention from parents/staff)	External Exclusion (protective) Parents informed by member of SMT (protective) Reintegration meeting, including child, parent, class teacher & member of SMT before going back into the classroom. Meeting is to remind child that they are safe, wanted and cared for at HCCPS as well as reminding them of the expectation of the school (protective) Ensure an educational consequence is also in place (protective) Social stories read with an adult daily (educational) Reward chart focused on specific behaviour (educational) Weekly meetings with member of SMT (educational)

APPENDIX D

HCCPS Individual Behaviour Plan

Name:	Class:	Date: Autumn 2022
D.O.B:	Year group:	

About me:

What is the described behaviour? <i>(An accurate, non-judgemental description including severity and frequency)</i>	Context analysis				What function has the behaviour? <i>-Sensory (meeting a known or unknown need)</i> <i>-Escape or avoidance (a perceived demand or threat when asked to do something)</i> <i>-Attention (leads to attention through verbal or social interactions, proximity, positive affirmation or negative interaction)</i> <i>-Tangible gain (enables access to a person, situation or item they prefer)</i> <i>Is it conscious or subconscious?</i>
	When is it happening? <i>(Is it at any particular time e.g. in a particular lessons/subject/transitions/certain times of day/activity/when pupil is ill or more tired etc)</i>	Where is it happening? <i>(Is it in the playground/corridors/classroom etc)</i>	Who else is involved? <i>(Is it with any particular adults or pupils, when with the whole class/in a small group/when leaving parents etc)</i>	Any underlying causes <i>(Diagnosis of SEND or SEMH difficulties or any undergoing investigations for a particular diagnosis?)</i> <i>Any 'traits' of a medical or health condition which may give insight in to their behaviour?</i> <i>Pupils current experiences in school, at home or in the community that may be impacting behaviour? Any recent changes to their context?)</i>	
Behaviour (Predict)		Responses to the behaviour		Support (Prevent)	

	<p><i>-When the behaviour occurs, a consistent response is needed e.g.:</i></p> <p><i>Verbal and non-verbal response of adults</i></p> <p><i>Positive handling (in agreement with parents and only when absolutely necessary to protect pupil, self or others)</i></p> <p><i>Protective consequences e.g. does the incident require the pupil to go to a different place e.g. calm safe space, time out of the classroom, time off of the playground?</i></p> <p><i>Educational consequences e.g. restorative conversations, repair, practicing or rehearsing</i></p> <p><i>Who will be communicated with (SMT, Parents etc)</i></p>	<p><i>-What can we do to support the child and change the behaviour?</i></p> <p><i>-What pro-social experiences can be implemented for the child?</i></p> <p><i>-Consider triggers and see if reasonable adjustment can be made</i></p> <p><i>-Consider needs of the pupil and any individualised systems/strategies required</i></p>

Signatures:

Parent/Guardian:

Head teacher:

Date:

HCCPS Risk Reduction Plan

Name:	Class:	Date: Autumn 2022
D.O.B:	Year group:	
About me:		

Risk Calculator

Harm/Behaviour	Opinion/ Evidence O/E	Conscious/ Subconscious C/S	Seriousness of Harm A 1/2/3/4	Probability of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from school resources – e.g. first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
-------	--

Valued/positive behaviour 1.	Strategies to respond 1.
Anxiety/DIFFICULT behaviours 1.	Strategies to respond 1.
Crisis/DANGEROUS behaviours 1.	Strategies to respond 1.
Post-incident recovery and debrief measures	