Behaviour policy

Approved by:	Governors	**Date:**	May 2022
Last reviewed on:	June 2026		
Next review due by:	June 2027		

Aims

At Kings Furlong Junior School, our commitment is rooted in our core values of Belong, Believe, Aspire, and Achieve. We strive to create a safe, nurturing, and inclusive environment where every member of our community truly belongs, feeling valued, respected, and supported. Guided by these values, we believe in promoting emotional wellbeing, building positive relationships, and nurturing a culture of empathy and understanding.

Our Behaviour Policy reflects our aspiration to build a school community where all behaviour is recognised as communication. We approach discipline with curiosity, care, and a focus on co-regulation, ensuring every child has the opportunity to aspire to better self-awareness and self-management.
By working collaboratively and living these values daily, we enable every child to achieve their full potential in a supportive and compassionate environment.

Neurodivergent Affirmative Commitment

At Kings Furlong Junior School, we recognise that neurodivergence (including but not limited to autism, ADHD, dyslexia, dyspraxia, Tourette's and sensory processing differences) represents natural variation in human neurology. We are committed to being a neurodivergent affirming school.
This means:

- We do not view neurodivergent differences as deficits to be "fixed".
- We understand behaviour as communication of need, distress, overload, anxiety or unmet executive functioning demands.
- We recognise meltdowns, shutdowns and dysregulation as stress responses, not deliberate defiance.
- We prioritise regulation, safety and dignity over compliance.
- We adopt a strengths based and person centred approach.

Our behaviour systems are applied through a lens of equity, not equality. Expectations are high for all pupils, but support is differentiated according to individual need.

Key Principles of Our Approach

- **Behaviour as Communication:** Every behaviour expresses an emotional need, and our role is to understand and respond appropriately.
- **Co-Regulation:** Staff play a crucial role in modelling and supporting emotional regulation for children.
- **Equity Over Equality:** Fairness means giving each child the specific support they need rather than applying the same approach to all.
- **Restorative Practices:** Providing opportunities for children to reflect, repair relationships, and learn from experiences rather than simply receiving consequences.
- **Proactive Support:** We use reasonable adjustments and personalised approaches for children with additional needs to plan an equitable experience for all.

Using reasonable adjustments where appropriate helps maintain an equitable process for all. While most children are expected to respond to our rewards and consequences framework, we recognise that children with complex needs may require a more individualised and supportive approach

Learning Behaviours

Our core values of **Belong, Believe, Aspire, and Achieve** naturally guide how we promote positive learning behaviours and support positive behaviour across the school. They inspire us to nurture respect, responsibility, resilience, curiosity, teamwork, risk taking, creativity and reflection in every child. By living these values, we create an environment where children feel valued and confident, encouraging them to take ownership of their learning and personal growth while building strong, trusting relationships within the school community.

Belong
We foster **respect**, **teamwork**, and strong relationships to make sure every child feels valued, included, and supported within the school community.
Believe
We encourage **responsibility**, **resilience**, and **reflection**, showing confidence in each child's ability to learn, grow, and overcome challenges.
Aspire
We inspire **curiosity**, **risk-taking**, **creativity** and a love of learning, motivating pupils to explore new ideas and set ambitious personal goals.
Achieve
We celebrate progress and success, empowering children to take ownership of their learning and realise their full potential.

By embedding these core values, we create a positive, compassionate environment that promotes strong learning behaviours and fosters wellbeing for all members of our community.
Supporting Positive Behaviour
We prioritise:

- **Engaging positively with children and families** to build strong, trusting relationships.
- **Nurturing each child's unique strengths** and acknowledging individual progress.
- **Providing high-quality, engaging lessons** that encourage enthusiasm and success.
- **Avoiding negative labels** that can harm a child's self-perception and resilience.
- **Encouraging children to use their voice** in resolving conflicts and reflecting on choices.
- **Teaching emotional literacy** through PSHE, RSE, and structured pastoral support.
- **Using external resources** such as mental health professionals, behavioural specialists, and local support services when needed.

Recognising positive behaviour

- Gold children to get a special reward with headteacher if on gold play.
- Gold children to receive a certificate for being on gold play and headteacher sticker.
- Stickers given to recognise children's efforts in holding up school values.
- LTS (Lunch time team) hand out raffle tickets for good behaviour and one ticket per year group is drawn out every week in celebration assembly where children can pick a prize.
- LTS hand out raffle tickets for good behaviour for the duty team and one ticket is drawn out every week in celebration assembly where children can pick a prize.

Ordinarily Available Provision (OAP)
We recognise that inclusive practice begins with high-quality universal provision. The following adjustments are considered part of our **Ordinarily Available Provision** and are not dependent on diagnosis or EHCP status:

Universal Neurodivergent-Affirmative Practice

- Predictable routines with visual timetables.
- Clear beginnings, middles and endings to lessons.
- Pre-teaching of expectations and transitions.
- Processing time before expecting a response.
- Flexible methods of recording (oral, typed, visual, practical).
- Chunked instructions and reduced cognitive load.
- Use of visual supports and concrete language.
- Sensory-aware classroom environments.
- Access to movement breaks.
- Emotion coaching and co-regulation.
- Staff modelling calm, neutral tone and body language.
- Avoidance of shame-based language or public comparison systems.

These practices reduce the likelihood of dysregulation and promote inclusion by design.

Reasonable Adjustments

In line with the Equality Act 2010, we have a duty to make reasonable adjustments so that disabled pupils (including many neurodivergent pupils) are not placed at substantial disadvantage.

Reasonable adjustments may include, but are not limited to:

Environmental Adjustments

- Alternative workspaces.
- Reduced sensory input (lighting, noise, seating).
- Access to calm or regulation spaces.

Communication Adjustments

- Visual instructions instead of verbal-only instructions.
- Reduced verbal load during distress.
- Alternative ways to express understanding.

Curriculum Adjustments

- Flexible outcomes.
- Reduced quantity with maintained quality.
- Modified homework expectations.

Behaviour System Adjustments

- Adapted use of the colour system where appropriate.
- Personalised reflection approaches.
- Alternative regulation time rather than removal of social time.
- Individual behaviour plans that override universal systems when required.

Children will not be sanctioned for behaviours that arise directly from their neurodivergence where reasonable adjustments have not first been considered or implemented.

Managing and rewarding good behaviour

At Kings Furlong Junior School, we expect all children to adhere to the school expectations.

What staff expect from children:
To communicate with kindness and respect in all interactions. To respond to adult guidance in a cooperative and considerate manner. To show care and respect for themselves, others, and their environment. To engage with learning activities to the best of their ability, with appropriate support when needed. To use language that is considerate and appropriate for a safe and inclusive environment.
What children can expect from staff:
To design lessons that are inclusive and responsive to individual needs. To support children with compassion when learning feels challenging. To provide clear and constructive feedback to children so they grow and succeed. To guide children with understanding if their behaviour is not meeting expectations and support them in making positive choices. To treat children with respect and provide a safe and supportive environment for everyone.

Each classroom uses a colour system to help children understand and reflect on their behaviour. All children begin the day on 'green,' with the goal of maintaining positive engagement and interactions throughout the day. If they have been on amber or red in the afternoon on the day before, that will be noted by teachers so the child can walk into class to start their day on green.

Guidance and Support

Regulation Before Consequence

Where behaviour indicates dysregulation:

1. Safety is prioritised.
2. Co-regulation is offered.
3. Demands may be temporarily reduced.
4. Reflection takes place only when the child is regulated.

We do not:

- Ask "Why did you do that?" during distress.
- Use public shaming systems.
- Remove earned rewards.
- Use sanctions as a default response for neurodivergent pupils experiencing overwhelm.

Consequences, where necessary, are natural or logical and communicated with dignity.

Children going from green to amber for each separate incident:

- child to be given gentle reminders of the expectation
- If the child continues after been given gentle reminders, they will then be given a final warning.
- If they continue after this, they will be put on amber.

Children going from amber to red for each separate incident:

- Child will be given 2 further warnings and if they are carrying on the same behaviour.
- If they continue to do this after the 2 further warnings, they will be put on red.

If the child has had plenty of warnings, staff to try and identify if anything can be changed or adapted to change the behaviour such as movement breaks or being set a 'job' in order to try and reset them before it escalates.

Amber and red behaviour is monitored weekly and key children are identified who need targeted support in reflecting on a more regular basis regarding the choices they are making. These efforts are rewarded on a weekly basis.

Gold • I am a role model for others. • I always show our school values. • I go above and beyond expectations. • I help others to succeed. • I make our school a better place. • I inspire others through my actions.
Green • I am ready to learn. • I listen and follow instructions. • I try my best. • I work kindly with others. • I am responsible and respectful. • I make positive choices. • I ask for help when I need it. • I learn from my mistakes and keep trying.
Amber • I am making it hard for others to learn. • I am not following instructions. • I am not showing respect. • I am not taking responsibility for my actions. • I am using unkind words. • I am choosing not to join in with learning.
Red • I am hurting others. • I am making people feel unsafe. • I am using offensive language. • I am deliberately taking or damaging things that are not mine. • I am continuing to make unsafe or unkind choices after support.

The chart above outlines behaviours associated with each colour. It serves as a guide and is displayed in every classroom to promote clarity and consistency. However, we recognise that every child's needs and experiences are unique, and staff will always consider individual circumstances when providing support.

Our behaviour support system is designed to help children recognise their actions, learn from experiences, and develop positive strategies for self-regulation. We understand that every child is unique, and we prioritise guidance, reflection, and support over punishment.

While the green/amber/red system provides clarity for many pupils, we recognise that neurodivergent pupils may require adapted or alternative systems. Where a child has an Individual Behaviour Plan, this may supersede the universal colour framework allow for equitable access and reduce anxiety or shame.

Amber Support
If a child moves to amber, they will have a short reflection period, missing 5 minutes of their break or lunchtime (this may carry over to the next day if the incident occurs after lunch). However, they will have the opportunity to reflect, regulate, and work their way back to green through positive choices and engagement.

Red Support
If a child moves to red, they will have an extended reflection period, missing 15 minutes of lunchtime (which may also carry over to the following day if necessary).

Classroom Time Out
Where a child is persistently disrupting learning despite reminders, support, reasonable adjustments and opportunities to regulate and reset, the teacher may direct the child to work in another classroom for the remainder of the lesson or part of the lesson.

This strategy is used to:

- protect the learning of all pupils
- provide the child with an opportunity to reflect and re-engage positively
- support a calm and purposeful learning environment.

Children will be provided with appropriate work and will remain under the supervision of school staff.

Where the incident occurs during a PPA lesson, specialist lesson or another session where immediate removal to another class is not practical, the class teacher may arrange for the removal to be implemented during the equivalent lesson at the next available opportunity.

Removal to another classroom will always be proportionate, time-limited and considered alongside any individual needs, reasonable adjustments or personalised behaviour plans.

To further support the child:

- During their 15-minute reflection period, a staff member will support them with reflection and hold a restorative conversation to help them process the experience and develop strategies for future situations.
- The class teacher or adult who dealt with the incident may contact parents/carers to discuss how we can work together to support the child.
- The child will always be given the opportunity to turn things around and move back to green when positive steps are taken.

Repeated Classroom Removals
Where patterns of classroom removal occur, this will trigger a review of the child's needs, support strategies, provision and any reasonable adjustments that may be required. This review may involve discussions with parents/carers, the class teacher, SENDCo and/or outside agencies. Where significant disruption continues despite agreed support and interventions, further consequences may be considered in line with the school's behaviour policy.

Reflection Forms & Collaborative Support
If a child's behaviour is starting to cause concern, the class teacher or relevant staff member will meet to explore supportive interventions and strategies.

If a child's behaviour continues to cause concern, a meeting with parents/carers and relevant staff member/s may be arrange to explore further supportive interventions.
If behaviours persist, the Head teacher may invite parents/carers to a meeting to develop a personalised support plan, ensuring the child receives the necessary guidance to thrive.

Reflection and Repair
Reflection will:

- Be proportionate.
- Be adapted to the child's communication profile.
- Not rely solely on written reflection.
- Use visuals or adult-supported discussion where appropriate.
- Focus on skill-building, not blame.

Where children experience meltdowns or shutdowns, reflection may involve:

- Identifying triggers.
- Identifying early warning signs.
- Updating support plans.
- Adjusting provision.

A Flexible and Understanding Approach
We recognise that one-off incidents may occur, and all situations will be considered within their broader context. Meetings will be arranged when there are ongoing patterns of difficulty, ensuring that support is tailored to the child's specific needs in the classroom or school environment. Our goal is always to foster growth, resilience, and positive relationships.

Response Procedure for Physical Violence towards an adult
When a child displays physical violence toward a staff member, the following steps must be taken to make sure the safety and well-being of all involved while providing appropriate support for the child:

1. **Immediate Support & Safety**
   The staff member must secure cover for the child, if applicable and/or inform the class teacher if the child does not have additional support.
2. **Incident Reporting & Initial Debrief**
   The staff member must report the incident to one of the following: either the HT, DHT or SENDCo.
3. **Incident Review meeting**
   Adults involved will discuss and complete an Incident Review form to review what happened and provision to make sure appropriate next steps can be put into place (this will include any suitable consequences).
4. **Determining Consequences & Support**
   The HT (or DH in their absence) will decide on appropriate actions, such as internal exclusion or a fixed-term suspension, aiming for same-day implementation when possible.
5. **Communication & Documentation**
   Consequences will be logged, and parents/carers will be informed.
   The child will have a supportive discussion with either the HT, DHT or SENDCO to help them process the incident and understand expectations moving forward.
6. **Provision Review**
   A provision review will take place to assess whether any adjustments or additional support are needed. Any necessary changes will be communicated by SENDCO all staff supporting the child.
7. **Risk Assessment Update**
   If the child has an existing risk assessment, it will be reviewed and updated as needed to check appropriate safeguards are in place.
8. **Staff Support & Well-Being**

The HT, DHT or SENDCO will offer a follow-up debrief to the affected staff member, checking well-being and providing any necessary support.

This approach prioritises safety, communication, and trauma-informed support, so both the staff member and child receive the care they need while maintaining a structured and consistent response.

Support for Children
The immediate safety and well-being of all children is always our top priority.
When a child has been involved in an incident and receives a sanction, it is essential to include them in discussions about the consequences and next steps. They may need time to reflect, share their perspective, and process their emotions before engaging in a restorative conversation. Meaningful change happens when children are actively involved in restorative actions, such as rebuilding relationships and understanding the impact of their behaviour.

Ongoing Communication & Support
Keeping an open dialogue with parents/carers in the days and weeks following an incident allows us to gain a fuller understanding of how the child is coping and make sure the right support is in place to help them move forward.

Staff will check in with all children involved in an incident over the following days and weeks to check they feel supported and positive about their situation.

If needed, additional pastoral support will be provided to help the child develop strategies for handling similar situations in the future.

By prioritising understanding, reflection, and support, we help children learn from experiences, rebuild relationships, and develop the skills needed to navigate challenges in a positive way.

Encouraging Positive Behaviour
At our school, we believe in recognising and celebrating positive behaviour while providing supportive opportunities for growth and reflection.

Acknowledging Positive Choices
Children who have maintained positive behaviour throughout the day (staying on green) or who have shown resilience by turning their behaviour around will receive one positive behaviour point.

If a child demonstrates exceptional behaviour (as outlined in the table above), moves up to gold, and maintains this until the end of the day, they will receive two positive behaviour points. Families will receive a positive text message home to celebrate their child's efforts.
At the end of each half term, points are counted, and children are acknowledged for their efforts. This celebration happens school-wide, ensuring that all staff play a role in reinforcing positive behaviour.

Supporting Growth through Reflection
Our approach is centred on helping children learn and grow from their experiences. For children who have not yet met the expected number of behaviour points, we provide a behaviour reflection lesson. This is a supportive space where they can explore different scenarios, reflect on their choices, and develop strategies to navigate challenges more effectively. The goal is to empower children with skills to make positive choices in the future, rather than focusing on consequences.

A Personalised Approach
We understand that some children may have additional needs that make it challenging to follow a whole-school system. Our priority is to provide individualised support to help every child to succeed.

To make sure the right support is in place, we have a dedicated team available to help. Along with the class

teacher, Miss Westaway (Headteacher), Miss Dunn (Deputy Head teacher) and Mrs. Wright (SENDCO) work together to provide support for children and their families in a collaborative and compassionate way. When needed, we seek input from specialist teachers, educational psychologists, medical professionals, or other experts to identify and address specific needs.
Personalised learning plans are created to help children develop self-regulation skills, feel safe, and experience success in their learning environment. These plans are tailored to each child's unique needs, focusing on strengths-based strategies that encourage positive choices and personal growth.

These plans may include strategies such as:

- target cards to help track progress and celebrate small achievements
- Thrive or ELSA activities to support emotional regulation and wellbeing
- one-to-one support to provide guidance and reassurance
- specialist strategies recommended by the Primary Behaviour Support Service.

All strategies are shared with parents/carers and reviewed regularly to make sure they remain effective.

The Hub Group: A Safe and Nurturing Space
For children who find it difficult to engage in a traditional classroom setting, we offer the Oasis Group—a supportive space designed to meet both their social-emotional needs and academic goals.
This group provides a calm, structured environment where children can build confidence, develop self-regulation skills, and engage in learning in a way that feels safe and manageable. The Oasis Group curriculum includes:

- Thrive-based activities to support emotional wellbeing
- tailored academic learning aligned with the national curriculum
- individualised planning created in collaboration with the SENDCO and class teachers.

A separate document outlines the intent, implementation, and impact of the Hub provision in more detail.

Kings Furlong Junior School is committed to equity and inclusion, recognizing our legal duty under the Equality Act 2010 to make sure all children, including those with protected characteristics, receive the support they need without disadvantage

Extreme and Persistently negative Behaviour

Fixed-Term Suspensions: A Last Resort Approach
At our school, a decision to suspend a child, whether for a fixed period or permanently, is only made as a last resort. We prioritise clear communication with children, parents/carers, and staff regarding expectations for conduct and behaviour.
No suspension will be issued without first exploring all other possible strategies or, in the case of a serious single incident, conducting a thorough and fair investigation.

Reasons for Suspension:
A suspension may be considered when there is:

- a serious breach of school policies, including illegal acts
- a risk of harm to the education or wellbeing of the pupil or others in the school
- persistent or cumulative concerns.

A suspension ranging from half a day to a maximum of five days may be applied in cases of ongoing behavioural concerns. However, this step is only taken after a variety of support and intervention strategies have been implemented, including:

- a personalised behaviour support plan tailored to the child's needs
- regular discussions with parents/carers to collaborate on solutions
- additional targeted support such as Thrive sessions or social skills groups
- a review of any underlying triggers, such as potential provocation or unmet needs.

Suspension is never used for minor incidents, such as incomplete homework, lateness, academic struggles, or incorrect uniform. Additionally, research from Ofsted suggests that shorter suspensions (1-3 days) are most effective in supporting behaviour change while minimising disruption to learning.

Decision to Suspend
If the Head teacher determines that a suspension is necessary, the following steps will be taken:

- make sure sufficient evidence supports the decision
- explain the decision to the child in an age-appropriate and supportive manner
- contact parents/carers to inform them of the decision and arrange for the child to be collected.

Send a formal letter (Hampshire County Council provide template letters for schools to use) to parents/carers detailing:

- the reason for the suspension
- whether it is a fixed-term or permanent suspension
- the length of the suspension
- any expectations or conditions for the child's return
- provide appropriate work for the child to complete at home
- plan a reintegration process, including reviewing support strategies upon the child's return
- schedule a reintegration meeting with the parents/carers and child to reflect on the situation and put further support in place if needed
- consider safety and fairness.

A suspension will not be enforced if it places the child's safety or wellbeing at risk.

If a suspension coincides with a school trip that parents/carers have contributed to, a refund may not always be possible, depending on the circumstances and external booking policies.

Our approach to suspensions is firm but fair, prioritising restorative practices, child wellbeing, and proactive support to help pupils successfully reintegrate into the school community.

Internal Suspension: A Supportive Intervention
An internal suspension is a structured intervention designed to support a child who is experiencing challenges in regulating their behaviour. During this time, the pupil works separately from their class in a calm and supportive environment, either in a different classroom or with an adult in a designated working area. The focus is on reflection, self-regulation, and re-engagement with learning.

Internal suspension is used as a preventative measure when a child's behaviour is escalating and requires additional intervention, but does not yet meet the threshold for an external or fixed-term suspension.

Whenever a child reaches this level of intervention, they should also receive targeted support to help them develop the skills needed to manage their emotions and behaviour effectively. This aligns with our personalised approach, ensuring that every child has access to individualised strategies that promote their wellbeing and success.

The Decision to Implement an Internal Suspension
If the Senior Leadership Team (SLT) decides that an internal suspension is necessary, they will:

- record the suspension and maintain it on file for future reference
- inform parents/carers that their child has been placed on an internal suspension

- send a formal letter home outlining the reason for the suspension and any next steps.

Our approach to internal suspension prioritises support over punishment, so children receive the guidance, structure, and care needed to help them succeed in their learning environment.

Removal from Classroom and Internal Suspension

Removal will:

- Never be used as punishment for neurodivergent distress.
- Be time-limited and supervised.
- Include access to regulation support.
- Be followed by reintegration planning.

If patterns of removal occur, this will trigger a provision review, not escalation of sanction.

Permanent Suspension

A permanent suspension is a very serious decision and the Head will consult with the LEA and Governors before enforcing it.

As with a temporary suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school policies or a disciplinary offence.

Suspension and Neurodivergent Pupils

Before suspension is considered:

- Evidence of reasonable adjustments must be reviewed.
- Provision must be evaluated.
- External advice should be sought where appropriate.

Suspension will not be used for:

- Masking fatigue.
- Executive functioning challenges.
- Sensory overwhelm.
- Emotion regulation difficulties linked to identified need.

Behaviour Outside School

Children's behaviour outside of school, particularly during school activities such as trips, sports fixtures, or other school-related events, is expected to align with our behaviour policy.

If a child displays poor behaviour in these settings, it will be addressed as if it had occurred within school, ensuring consistency in expectations and consequences.

For behaviour outside of school that is not directly linked to school activities, the Head teacher may take action, including exclusion, if:

- the behaviour has a clear impact on maintaining good behaviour and discipline among the school community
- the behaviour is deemed harmful to the wellbeing of other pupils or the wider community
- the behaviour damages the reputation of the school.

Our approach makes sure children understand that their behaviour, both in and out of school, carries responsibility and reflects on their school community.

Children with special educational needs

The school takes account of any special educational needs when considering whether or not to exclude a child.

We have a legal duty under the Disability Discrimination Act 1995 as amended not to discriminate against disabled children by excluding them from school for behaviour related to their disability. The Head should

make sure reasonable steps have been taken by the school to respond to a child's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the school's behaviour policy
- developing strategies to prevent the child's behaviour
- requesting external help with the child
- staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a child's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

The Head may send a child home, after consultation with that child's parents and a health professional as appropriate, if the child poses an immediate and serious risk to the health and safety of other children and staff, for example because of a diagnosed illness such as a notifiable disease. This is not exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude they should contact the Inclusions Officer, Children's Services. In extreme cases, where persistently poor behaviour is encountered, the Head Teacher may introduce a reduced timetable, so that the school can deliver the basics of English and maths as a minimum entitlement. This is agreed with the SEND and Exclusion Teams in Hampshire.

Parents or Carers are informed immediately if a child leaves the school premises and the police are informed in order to safeguard the child's safety.

Where reasonable adjustments have been made to policies and practices to support a child's needs and minimise the need for exclusion, exclusion may still be considered if there is a significant and valid reason. This could include an incident that disrupts the safety and wellbeing of the school community.

In certain situations, the Head teacher may need to send a child home after consulting with the child's parents and, where appropriate, a health professional, particularly if the child presents an immediate risk to the health and safety of others (e.g., due to a diagnosed illness like a notifiable disease). This is not considered an exclusion and should only be for the shortest time necessary.

Appeal Procedure: If parents wish to appeal the decision, they are encouraged to contact the Inclusions Officer at Children's Services for further support and guidance.

Physical restraint (safe hold)

Use of Restrictive Physical Intervention

We remain committed to restraint reduction. Restrictive physical intervention is:

- Always a last resort.
- Used only where there is immediate risk of harm.
- The least restrictive option possible.
- Followed by supportive debriefing.
- Reviewed to reduce recurrence.

Following any incident, provision and reasonable adjustments will be reviewed to reduce future distress.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents (see appendix 3).

Staff members are Team Teach trained every two years and will always implement de-escalation strategies first before entering into a safe hold.

For further information, refer to Hampshire's Restrictive physical intervention in schools & The DFE Use of Reasonable Force.

Allegations of Sexual Harassment and Sexual Violence (SVSH):
Allegations or concerns related to sexual harassment and/or sexual violence are treated with the utmost seriousness and sensitivity. Our Designated Safeguarding Leads (DSLs) and staff are trained to support victims in a compassionate and understanding manner. We also recognise that those who may be responsible for such behaviour can also require support.

We uphold a zero-tolerance policy towards sexual violence and sexual harassment. We are clear that these behaviours are not acceptable, will never be tolerated, and are not a natural part of growing up. Such actions should never be dismissed as 'banter', 'having a laugh', or 'boys being boys'. We also take any instance of sharing sexual images (such as photos, pictures, or drawings), sexual jokes or comments, or any form of online harassment seriously, whether it occurs in person or on social media.

Our Approach:
In all reported incidents, we will always prioritise the needs and feelings of the victim. We commit to:

- the victim's wishes being central to our actions
- acting swiftly and with sensitivity, seeking expert advice as needed and referring to relevant policies, including KCSIE and our own safeguarding and child protection procedures
- treating both victims and perpetrators with respect, recognising that both may need support
- involving appropriate external agencies, such as Children's Services and the police, when necessary
- providing additional support, including pastoral care or professional counselling services
- involving both children and their parents or carers in decisions and actions taken.
- reviewing and adjusting classroom placements and seating arrangements to check safety
- implementing sexualised risk assessments as necessary to safeguard all involved
- continuously reflecting on and improving our practice, including updating staff training, curriculum, and policies as required.

Further details on how we respond to incidents of sexual harassment and sexual violence are outlined in our Child Protection Policy, beginning on page 20.

Bullying
Bullying involves intentional, hurtful behaviour that is repeated over time and can be difficult for the victim to defend against. It can manifest in many forms, including racist, homophobic, transphobic, sexist, or

online bullying. These behaviours may be expressed through physical, verbal, written, pictorial, or emotional actions.
At Kings Furlong Junior School, we strive to foster an environment where each child's identity, differences, and similarities are celebrated. We recognise that bullying is a serious issue and we are committed to responding to all reported incidents with care and urgency. Our **Anti-Bullying Policy** outlines the steps we take to address bullying and support those affected.

Transition
To support children in their transition to the next year, we offer transition sessions with their new teacher(s). During these sessions, staff meet to share strategies that will continue to support each child's behaviour and well-being. This checks appropriate support is in place as children move forward. As a child moves to their new class, existing provision will remain in place. A review meeting may be held between relevant members of staff to decide on if the provision needs to be adapted or changed.
Additionally, for pupils transferring to new schools, relevant information regarding behaviour concerns will be shared with the new setting to support a smooth and supportive transition.

Roles and responsibilities
The Head teacher:
The Head Teacher plays a critical role in fostering a school environment where positive behaviour is encouraged and distressed behaviour is addressed with care and understanding. They check staff implement the behaviour policy effectively, applying rewards and sanctions consistently while being mindful of each child's needs and experiences.
In addition, the Head teacher also:

- maintains records of all reported serious incidents of misbehaviour, reviewing them regularly to identify patterns and support needs
- provides reports to the Governors, as needed, on the effectiveness of the behaviour policy
- makes sure the health, safety, and well-being of all children and safeguarding and child protection policies are properly implemented
- engages with parents and carers when necessary, fostering a collaborative approach to supporting children
- delivers training to staff, equipping them with the tools to manage behaviour compassionately and to understand the complexities behind children's actions.

The Head teacher, or in their absence the Deputy Head Teacher, has the responsibility of issuing fixed-term suspensions for serious incidents. Permanent exclusions are considered only for repeated or severe anti-social behaviour, following prior notification to the school governors.

All Staff:
Staff are integral in building a supportive, positive school culture. They are encouraged to develop strong, trusting relationships with pupils, and they support their emotional and behavioural needs with a trauma-informed approach. This includes:

- greeting children positively each day and establishing clear, consistent routines
- communicating expectations of behaviour through various methods, beyond just verbal communication
- actively promoting and highlighting positive behaviour
- providing a positive start and end to each day, providing children with opportunities to reset
- managing low-level disruptions with understanding and strategies that promote reflection and growth
- using positive reinforcement to encourage desirable behaviour.

Staff also:

- uphold and implement safeguarding and child protection practices with sensitivity and care
- create a nurturing and engaging learning environment
- check the safety and well-being of every child at all times
- provide opportunities for children to develop interpersonal and social skills through the delivery of

RSE (Relationships and Sex Education) and PHSE (Personal, Social, and Health Education) curriculum
- support children in listening and being heard, fostering mutual respect in communication
- work collaboratively with the SENDCO, Behaviour and Mental Health Leader, SLT, and external agencies, when needed, to address behavioural concerns
- maintain Individual Behaviour Plans and risk assessments, in partnership with the SENDCO or SLT, to provide tailored support.

Staff Training and Reflective Practice

All staff receive ongoing training in:
- Neurodiversity-affirming practice.
- Trauma-informed approaches.
- Co-regulation strategies.
- De-escalation.
- Executive functioning support.
- Sensory processing differences.

Reflective practice sessions are used to:
- Review incidents.
- Identify systemic triggers.
- Adjust provision.
- Reduce reliance on consequence-based systems.

Children:

Children are expected to:
- engage in positive, respectful behaviour, considering their peers' well-being
- follow reasonable requests from staff to help maintain a safe and productive environment
- treat the school property and community with respect
- participate actively in their learning and contribute to a positive classroom culture
- be mindful of their language and actions, both in school and outside, ensuring they contribute to a positive school reputation
- accept consequences for their behaviour, reflecting on how to make positive choices moving forward.

Parents & Carers:

Parents & carers are key partners in supporting their child's behaviour and well-being. They are expected to:
- support their child in adhering to the expectations set out in this policy, maintaining a home-school continuity
- encourage positive behaviour at home so it aligns with the values taught at school
- support the school when reasonable sanctions are applied, promoting mutual respect
- inform the school of any changes that might impact their child's behaviour or emotional well-being
- engage in proactive communication with the class teacher regarding any concerns or challenges related to behaviour.
-

Partnership with Parents and Pupils

We recognise parents as experts in their child. We will:
- Co-produce behaviour and support plans.
- Listen to lived experience.
- Share strategies transparently.
- Avoid deficit-based narratives.
- Make sure pupil voice is central to support planning.

The Governing Body:

The governing body has a responsibility to:
- support the school in the implementation of this behaviour policy
- regularly review and monitor the policy's effectiveness, ensuring it meets the needs of all children

- hold the Head teacher accountable for the policy's implementation and outcomes
- follow guidance from related policies, including the Complaints Policy, ensuring a fair and transparent approach.

The Head teacher, in conjunction with the governing body, is responsible for reviewing and updating this behaviour policy regularly so it remains relevant and supportive of the school's needs.

Legislation and statutory requirements
This policy is based on advice from the Department for Education (DfE) on:

- KCSIE
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2020
- Restrictive Physical Intervention
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs And Disability (SEND) Code Of Practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Links with other policies
This behaviour policy is linked to the following policies:

- Child protection
- Safeguarding policy
- Anti-bullying policy
- Teaching & Learning

Appendix 1: Physical Intervention Form:

Physical Intervention Record Form

Hampshire County Council

School …… DCSF No……Year Group……

Name of child/young person ……

Is this young person a looked after child/SEN/vulnerability? ……

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:
1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc. ……

How long was the child/young person held? ……

If the child/young person was held on the ground: Did they go to ground independently?* ☐
(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?* ☐

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident? Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when? ……

……

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries ……..

……

……

Please specify any related record forms

Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐

Skin Map ☐ Violent Incident Record ☐ Complaints recorded ☐

Other (please specify) ……

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form	Name	Designation	Date and time

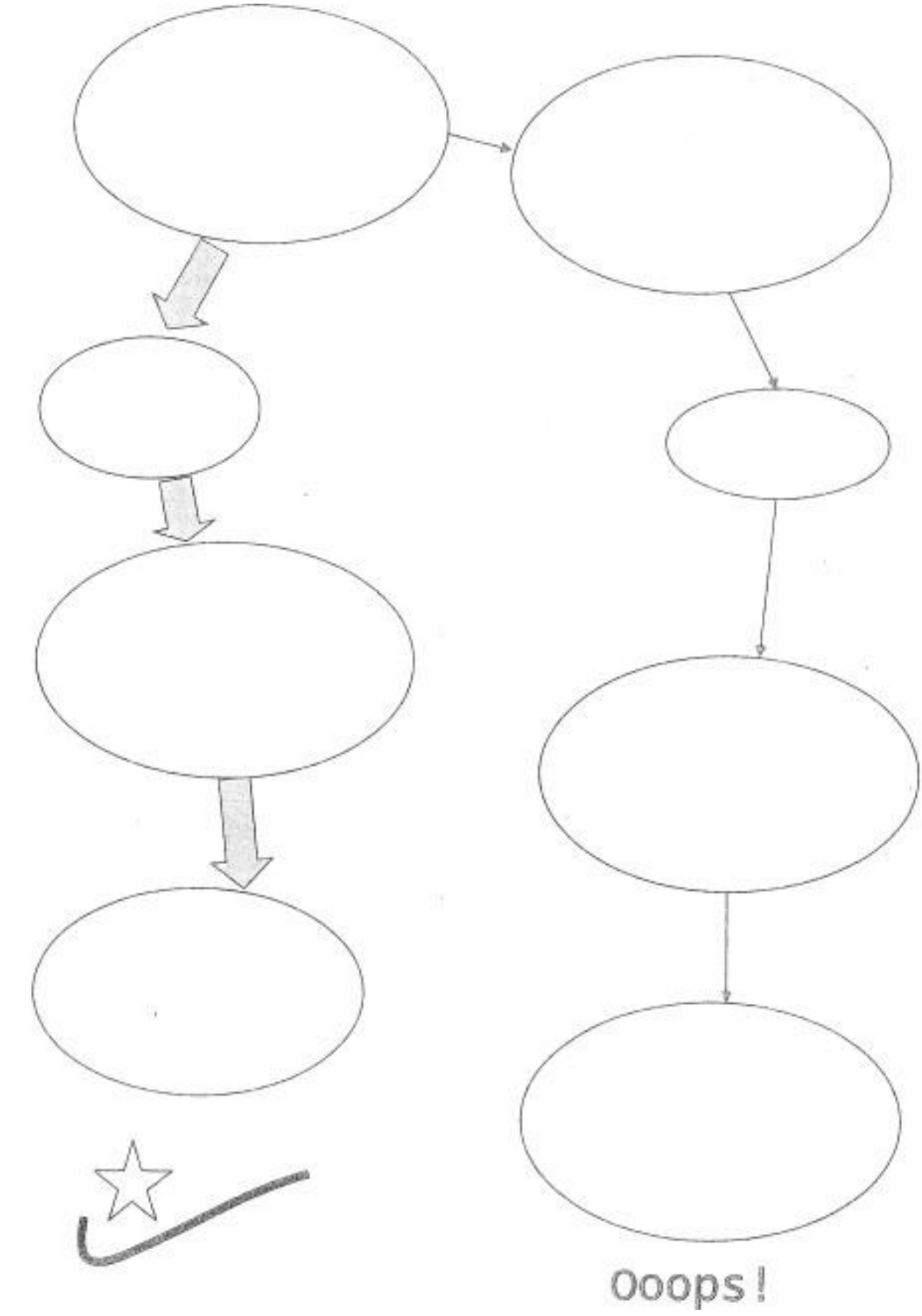
completed by:			

If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Mabey on 01962 876233 Ref 4840910

What strategies did you use to deescalate before physical intervention was used. Please highlight

• Use humour to lighten the mood/make a joke • Validate their thoughts and feelings • Give two clear choices • Walk away and give the child space • Change the subject to a positive one • Show you are listening • Talk about something they like or are interested in • Encourage them • Remind them of something amazing they did • Call another adult for help/purple bag • Offer to change the way you are doing something • Let the child talk without interrupting them • Offer to take a walk (if it is safe to do so) • Apologise for something you did wrong or the way it was taken • Remind the child they are not in trouble • Ignore the behaviour • Ask them to draw a picture of what happened • Other……please add	• Ask 'what would help you right now?' • Say 'I can see where you are coming from' • Say ' I want to help you' • Say 'You can do this…I know you can turn it around' • Say 'I see your point' • Ask them if they can explain more about how they are feeling • Say 'So, you're upset because…right?' • Ask 'Would it help if…' • Say 'Talk to me…' and listen

Appendix 2: Reflection forms
Example 2



Comic Strip conversation.

Pupil name: _____
Completed on: _____
Completed by: _____
Supported by: _____

Notes:

Comic strip conversation

'Where were you?' Wlto elsie was.there?

What was everyone doing?

Wlla,t hiappe:ned?

Wllait did t!he others do? Why do you think they did that?

Wlla,t clid you say? Wihait did otfler.s.say?

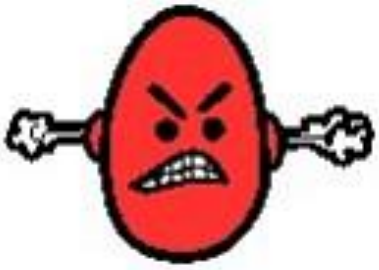
Wiit,at diclvou thin.k when ',ol.i said th>at?

Wlla,t dio thie ot!hers.t!hink?

Wllait caulc:Ihave been s:aiid/done differently?

Hampshire County Council





Hassle Log

Where was I hassled?





In the playground



In the classroom



On the bus



At home



In the school corridor



In the bathroom

Somewhere else



Acknowledgement to Bro Morgannwg NHS Trust

What was I doing?



I was playing



I was eating



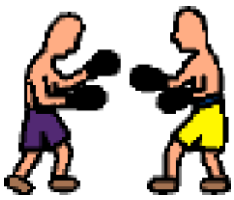
I was writing

something else

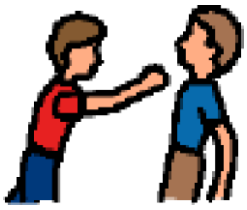
Acknowledgement to Bro Morgannwg NHS Trust

What made me feel hassled?





I was fighting



Someone hit



I broke something



So eone. ·,

hi□



Someone was shouting at me



Som.e,:i11

annoyed

Sorn fli.Q lse



Acknowledgement to Bro D'll'i t,;1-1. 'T'na,·

Who was I thinking of?





Mother



Father



Sister



Brother



Friend



Teacher

Someone else



Acknowledgement to Bro Morgannwg NHS Trust

What did I do?





Hit someone



Shouted



Banged doors



Kicked things



Cried



Broke something



Something else

Acknowledgement to Bro Morgannwg NHS Trust

How did I feel?





OK





Angry



Acknowledgement to Bro Morgannwg NHS Trust

How did my body feel?





I was embarrassed



I cried



I laughed



I was shaking



My heart felt loud



My body felt tense

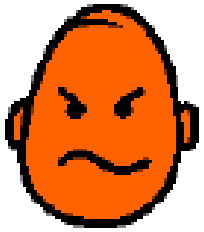
Something else



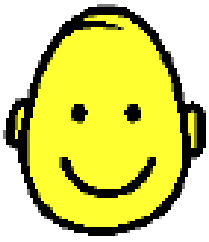
Acknowledgement to Bro Morgannwg NHS Trust

How well did I do?









What could I do next time?





Relax



Say no



Laugh



Ask for help



Walk away



Count to 10

Something else

