Hillside Primary & Nursery School

A Flying High Trust Academy

Behaviour Policy

September 2026

Review Frequency: September 2027

At Hillside Primary and Nursery School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We are a caring community whose characteristics are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our behaviour policy embraces our Hillside Habits and core characteristics. Following these principles ensures that the children can 'become the best version of themselves'

This is driven through our school in our approach to behaviour with a consistent narrative of:
Be Kind, Be Ready, Be Wise.

Everything we do starts with positive relationships – building, maintaining, and repairing them.We believe that children deserve our time – time to talk, to explain and to find solutions.

At Hillside, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by three key principles:

1. *Unmet Needs*: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need eg. the need to feel safe, hunger, positive self-esteem
2. *Individual Influences*: Children's behaviour cannot be fully understood in isolation. It needsto be understood within the contexts or environments in which they develop eg. their family, community, school
3. *Relationships*: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, *unconditional positive regard* is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this dutyof care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

In support of our ethos we apply the practices outlined in the appendices.

See Appendix 2 "Responding in the Moment."

See Appendix 3 "15 Things to Build Relationships"

Policy aims and objectives

The primary aim of this policy is that every member of the school community feels valued and respected, and that each person is treated fairly. We aim to create an environment in which everyone feels happy, safe and secure. This overarching aim is achieved by:

- Encouraging students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.

- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Supporting the social, emotional and mental health of the whole community through our ethos, environment and curriculum.
- Providing a clear, fair and consistent approach to behaviour.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from staff in the implementation of the policy.
- Ensuring there are measures in place to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.

Positive approaches

The main focus in school for promoting good behaviour puts the emphasis upon positive strategies and rewarding those children who behave well. Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored, providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others. Our 'School Rules' should be established at the beginning of each school year and the children should be encouraged to remind each other of these where necessary. They are revisited at the start of every session.

Rewards

It is a firm belief at Hillside that children are rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff, and our wider school community.

We praise our children in a variety of ways:

- **Superstars** - Two children from each class will be selected each week. These children will be presented with a special postcard of achievement in the 'Pride of Hillside' Assembly on a Friday. A Superstar award should be awarded to those children who have shown the Hillside Habits through the week.
- **Dojo Points** - The Dojo points system is a whole school reward system. They can be awarded by any member of staff, at any time. Each child has their own Avatar and can collect points. Points are awarded when children demonstrate behaviours or attitudes related to the Hillside Habits. Throughout the year children work their way through the awards and are presented with a badge or a medal, in the 'Pride of Hillside' Assembly, which can then be worn on their uniform. There is also a half-termly Dojo champion for each class and for the school. These children are presented with a special certificate in the last celebration assembly of each half term. Milestones to achieve each award are;
  - 50 points- badge
  - 100 points- badge
  - 150 points- badge
  - 200 points- badge
  - 250 points- badge
- **Golden Letters** – A reward from the Head Teacher to recognise consistent positive behaviours linked to the school values. Two children from each class are chosen at the end of each term and a golden letter will be sent home from the Head Teacher explaining why their child has been selected.
- **White and blue tickets** - Prefects are responsible for handing out white tickets. They are to be given to children who demonstrate positive behaviours before, during and after assemblies.

Midday supervisors are responsible for handing out blue cards. They are given out to those children who demonstrate good behaviour and good table manners during lunchtime. Each week, the cards and tickets are put into a class box in each classroom and are then taken to the 'Pride of Hillside' assembly on a Friday. One ticket from each class box is drawn and a Hillside pencil will be awarded.

A reward, once earned, must never be taken away from the child.

A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

At Hillside, we promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are writing letters of apology; repairing damage to property; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules, and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

Step	Strategy	Approach
1	**A reminder of expectations and rules**	If a child is demonstrating inappropriate behaviour (talking over others, being unkind, refusing to complete their work etc.) the teacher will quietly remind the child of the behaviours that they are looking for and possibly then publicly recognise a child who is demonstrating positive behaviours. Staff may use the following sentence openers in order to address the issue: ➢ I've noticed that… ➢ Remember the rule/expectation for… ➢ The behaviour I am looking for is…
2	**A caution (x2)**	If the behaviour does not change they will identify the issue with the child quietly and remind them of the expectations. In Early Years this may also result in the child being asked to sit on the thinking spot in order to give them the quiet time they need to reflect on their behaviour. Staff may use the following sentence openers to instigate the discussion: ➢ I have seen… ➢ Can you remember when we had the last conversation and I asked for… ➢ At the moment I haven't seen… ➢ If there is something that you need to tell me or I can help you with, now is the time to tell me. ➢ Remember when… that's the (child's name) I want to see right now
3	**Last chance reminder**	If there remains no improvement then the child is issued privately with their last chance, this makes it very clear that if there is no change then the child will need to leave the room. The following sentence opener is used to ensure there is clarity: ➢ This is your last chance before I ask you to go to… I need to see…
4	**Year group reflection time**	If the child is still unable or unwilling to change their behaviour then they are asked to go to the other year group class to reflect on their behaviour, they will also be expected to complete their work at break or lunch time. A restorative conversation should take place as soon as possible. The names

		of children and the reasons for the reflection are then shared in Phase Meetings.
5	**Reflection time with Phase Leader**	Should the behaviour of the child not improve then they should then be sent to the Phase Leader, the restorative conversation will then take place with the phase leader who will feedback the outcome of this to the class teacher. The class teacher should then either speak directly to parents or make a phone call to them. The incident should be recorded on the school behaviour monitoring system. School Behaviour Lead to monitor behaviour over the remainder of the day/ week.
6	**Reflection time with Headteacher or Deputy Headteacher**	Phone call or face to face discussion with parents by the class teacher – record on the monitoring system. Class teacher to work alongside Behaviour Lead and parents/carers to review/ create an Individual Behaviour Plan/Safety Plan. Behaviour Lead and Headteacher to monitor.
7	**Behaviour continues to escalate after above actions.**	Follow up meeting with family, SENCO and member of the SLT – record on the monitoring system. Potential Internal Suspension. Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a SEND Support Plan and/or Individual Behaviour Plan/Safety Plan which is agreed and reviewed with parents and carers at least half termly.
9	**Relevant External agency support**	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
10	**Fixed term suspension**	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. BL, SENCo and Headteacher to monitor.
11	**Permanent exclusion**	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

If a child is asked to leave the classroom, they should be given time to reflect on their behaviour with a member of staff. Wherever possible, this should be the adult directly affected by the behaviour, to support meaningful reflection and repair. Emotion Coaching and restorative questions will be used to guide this process.

Responding to misbehaviour from pupils with SEND

At Hillside we recognise that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of

misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Adapting sanctions for children with SEND
When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND
At Hillside, the school's special educational needs co-ordinator (SENCO) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

Children with an education, health, and care (EHC) plan
The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

Bullying and 'relational conflict'
Hillside and Nottinghamshire Local Authority use the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

At Hillside we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. At Hillside we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.
For further information please refer to our Anti Bullying Policy.

Beyond challenging
At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support

of the Head Teacher straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Beyond challenging behaviour will be logged on CPOMS, by a member of the Senior Leadership Team.

Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Hillside Primary and Nursery School is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.
All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:
Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.
Physical Restraint – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.
Non-Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).
Guided Physical Intervention – Low-level, non-forceful contact to guide a pupil to safety.
Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention

Hillside Primary and Nursery School employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, restorative support plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.
All members of school staff have a legal power to use reasonable force where this is **necessary, proportionate and the least restrictive option** to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also **authorise other adults** (e.g., volunteers on school visits) to use this power in line with law and guidance.

Deciding Whether to Use Restrictive Intervention

When considering use of restrictive intervention, staff must apply the following principles:
- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?

• Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions
If restrictive intervention is necessary, staff must:
• Use the minimum force or restriction required for the shortest possible time.
• Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
• Seek support from another adult whenever possible.
• Continue to communicate with the child throughout the incident.

Recording and Reporting
The school will record and report in line with:
• The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
• DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:
• All seclusion incidents.
• All restraint incidents (physical or non-physical).
• All significant incidents involving use of force.

This includes:
• Blocking or restricting movement.
• Directing or steering a child where freedom of movement is restricted.
• Removing mobility aids.
• Any restraint technique.
• Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 9).

Post-Incident Support
Hillside Primary and Nursery School will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

Training
Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

Oversight and Governance
The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

Restorative Support Plan
A restorative support plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the child, class teacher and behaviour lead to identify behaviours, triggers and approaches to be used
- Planning provision with appropriate outside agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

Use of Alternative Provision
A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement
Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Hillside Primary and Nursery School commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

Expectations for Behaviour in Alternative Provision
Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Monitoring and Oversight
Hillside Primary and Nursery School retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

Reintegration
Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions
Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

Suspension and Permanent Exclusion
Suspensions (formerly fixed-term exclusions) and permanent exclusions are used only where necessary and as part of a wider behaviour management framework. They are generally a last resort, following the use of appropriate support, interventions, and sanctions, except in cases of serious incidents.

Authority to Exclude
Only the Headteacher has the legal authority to suspend a pupil for a fixed period or to permanently exclude a child. Any decision will be made in line with current statutory guidance and the principles of administrative law; that is, decisions must be **lawful, reasonable, fair, proportionate**, and based on the **balance of probabilities**.

The Headteacher will also, where appropriate, take account of:

- the child's views, considering their age and understanding
- any contributing factors, including safeguarding, SEND, or external influences
- the school's duties under the Equality Act 2010 and SEND legislation

Use of Suspension

A suspension is a temporary removal from school and is used as a serious sanction within the school's behaviour policy. A child may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year.

During a suspension:

- The child will not normally attend school site, except for planned meetings where appropriate.
- The school will ensure that work is set and marked for the first five school days of the suspension.
- Where a suspension exceeds five school days, suitable full-time education will be arranged from the sixth school day.

Hillside Primary and Nursery School may also use internal suspension or alternative in-school provision as a behaviour strategy where appropriate. This is not a formal suspension and must not be used as a substitute for statutory exclusion procedures.

Reintegration Following Suspension

Hillside Primary and Nursery School will support children to reintegrate successfully following a suspension. A reintegration meeting will be arranged, involving parents/carers and wherever possible relevant agencies, to review support, expectations and strategies to reduce the risk of further exclusions.

Parents/carers will be invited to attend; however, a child's return to school will not be delayed if parents/carers are unable or unwilling to attend. Provision for the child will be developed and reviewed as part of the structured reintegration plan.

Permanent Exclusion

A permanent exclusion is a decision that a child will no longer be allowed to attend the school (unless reinstated by the governing board or an Independent Review Panel).

A permanent exclusion will only be used:

- in response to a **serious breach or persistent breaches** of the school's behaviour policy; and
- where allowing the child to remain in school would **seriously harm the education or welfare** of the child or others

It is a measure of last resort, taking account of all relevant circumstances, including the school's duties under equality and SEND legislation and its safeguarding responsibilities.

Notification and Recording

Whenever a child is suspended or permanently excluded, the Headteacher will, without delay:

- consult with the Flying High Partnership
- notify parents/carers (and the child where appropriate)
- notify the governing board and the local authority
- notify the child's social worker and/or Virtual School Head where applicable

All exclusions will be confirmed in writing, including:

- the reason(s) for the exclusion
- the length of a suspension or confirmation of permanent exclusion
- the rights of parents/carers to make representations to the governing board
- details of the review process, including access to independent advice

Hillside Primary and Nursery School will not use informal or unofficial exclusions. Any removal from school for disciplinary reasons will be recorded and processed in line with statutory requirements.

Governing Board Responsibilities
The governing board will consider the Headteacher's decision in accordance with statutory thresholds and timescales. Where required, it will:

- consider representations from parents/carers and other relevant parties
- decide whether the child should be reinstated
- ensure decisions are lawful, reasonable, and procedurally fair

Following a permanent exclusion, the governing board will meet within the required statutory timeframe (normally within 15 school days).

Independent Review Panel (IRP)
If the governing board upholds a permanent exclusion, parents/carers have the right to request an Independent Review Panel within 15 school days of receiving the decision.

Removal from the School Register
The governing board will only remove a permanently excluded child's name from the school admission register:

- after 15 school days have passed without an IRP application; or
- earlier if parents/carers confirm they will not seek a review; or
- after the conclusion of the IRP process where applicable

Commitment to Fair Practice
All decisions regarding suspension and permanent exclusion will:

- be made in line with statutory guidance
- take full account of the school's legal duties under the Equality Act 2010 and SEND legislation
- consider safeguarding responsibilities and the best interests of the pupil and wider school community

Hillside Primary and Nursery School will work proactively to reduce the need for exclusion through early intervention, inclusive practice, and appropriate support.

Monitoring and evaluating behaviour
The Senior Leadership team will analyse data half termly including significant behavioural incidents, attendance, suspensions, and exclusions. We will also seek perceptions of the school behaviour culture for staff, children and parents and carers throughout the academic year (staff briefings, school council and annual family questionnaire). This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

Staff Support
At Hillside we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

Who is the policy for?
This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty
In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Confiscation, Screening and Searching

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation guidance.
Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher. An authorised person may search a pupil's pockets or possessions. The authorised person will only carry out a search if they believe:

- a pupil is in possession of a prohibited item
- not doing the search would put the pupil, other pupils or staff at risk
- the search does not pose a safeguarding risk

The search would be explained to the pupil, and they would be requested to co-operate. For example, "I would like you to show me inside your bag and turn out your pockets". If the pupil refuses to co-operate the authorised staff member would inform the Headteacher who would determine the next steps on a case-by-case basis. The staff member who carries out the search should inform the DSL without delay of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and/or if they believe the search has revealed a safeguarding risk.

All searches will be recorded on the school's online system and parents/carers will be informed as soon as reasonably practicable.

Any prohibited items will be confiscated and parents/carers informed. If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'Beyond Challenging section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

Complaints and allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding, and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to our Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Transition

At Hillside, we ensure any children joining our school receives an induction from a member of staff to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, Children have transition morning with their new teacher(s). In addition, staff members hold transition meetings to carry out detailed handovers. To ensure behaviour is continually monitored and the right support is in place, information relating to child is transferred to relevant staff at the start of the term or year.

Policy links

This policy links to the following policies in school:

- PSHE
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- Intervention and Restrictive Practice
- On-line safety (including Social Media)
- Child on Child Abuse
- SEND
- Staff Handbook

This policy was written with reference to the NCC behaviour toolkit "Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion".

This policy is based on legislation and advice from the Department for Education (DfE) on:
Keeping children safe in education
Behaviour in schools: advice for headteachers and school staff 2024
Searching, screening and confiscation: advice for schools 2022
The Equality Act 2010
Suspension and permanent exclusion guidance
Use of reasonable force in schools
Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice
Arranging Alternative Provision - guide for LAs and schools

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

Minimising the Need for Restrictive Interventions (Including Reasonable Force)
At Hillside Primary and Nursery School, we follow the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective 1 April 2026. This guidance strengthens expectations around prevention, proportionality, record-keeping and safeguarding.

We emphasise:

- Early intervention, prevention and de-escalation.
- Understanding children's needs, emotions and triggers.
- Emotion Coaching and restorative practices.

Restrictive interventions may be used only when necessary to:

- Prevent injury to the child or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent significant disruption.

Interventions must be proportionate, time-limited, and never used as punishment.
Restrictive Interventions (Including Reasonable Force) – Updated Legal Requirements 2026

From April 2026, schools must:

- Record every significant incident involving use of force.
- Report each incident to parents.
- Keep written records meeting statutory expectations under Section 93A of the Education and Inspections Act 2006.

Records must include de-escalation attempts, rationale, type/duration of intervention, injuries, follow-up, and communication.

Definition: Restrictive interventions include any physical or non-physical action limiting a pupil's movement, including reasonable force, guided movement, blocking, and seclusion.

No-contact policies are prohibited; staff must be able to intervene safely.

Seclusion rules:

- Only for immediate safety.
- Never as punishment.
- Continuously supervised.
- Safe, non-threatening spaces.
- Fully recorded and reported.

SEND: Staff must consider SEND when planning interventions and make reasonable adjustments.

Training: Staff likely to need interventions must receive accredited training.

Appendix 1 – Behaviour and Belonging Curriculum

Aims

Strong relationships flourish when supported by the positive values at the heart of our school community. Our culture sets high standards for both staff and students, while fostering respect, tolerance, and appreciation of diversity. This approach drives us toward fairness, equal opportunities, and ambitious goals for everyone. Our ultimate aim is to nurture a culture of outstanding behaviour – in the classroom, within the wider community, and as a foundation for life.

We believe that when students consistently practise these behaviours, they gradually turn into lasting habits that influence both their self-perception and the way they are seen by others.

As philosopher Paul Durant states "We are what we repeatedly do.

"Every action you take is a vote for the type of person you wish to become." James Clear Atomic Habits (2018)

Hillside Habits







Identify the behaviours we expect

Explicitly teach the behaviours

Model the behaviour we are expecting

Practice behaviour

Notice excellent behaviour

Create conditions for excellent behaviour

Be consistent, insistent and persistent!

Our Process for Teaching the Behaviour Curriculum

Teaching behaviour is the responsibility of every adult working in school. Everyone has a role to play whether that be in explicitly teaching the behaviour curriculum, noticing children behaving well and creating the conditions required to maintain excellent behaviour. By doing so, we support each other to create a culture where pupils and staff feel safe and able to learn and teach.

We also understand that children will need opportunities to revisit our behaviour curriculum regularly, particularly after school holidays and when they transition to a new class. Regularly revisiting the behaviour curriculum will also support children to deepen and refine their learning as they grow, mature and develop.

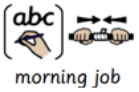
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full behaviour curriculum- Hillside Habits- Belonging week	Reset expectations and address areas for development	Full recap of behaviour curriculum – resetting post-holiday – Hillside Habits- a day	Reset expectations and address areas for development	Full recap of behaviour curriculum – resetting post-holiday – Hillside Habits- a day	Reset expectations and address areas for development

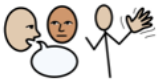
Inclusion and SEND

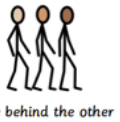
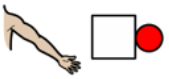
While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and stages of development. It may also be applied differently depending on individual pupils' SEND needs. For example, pupils who have autism may find it very uncomfortable to maintain eye-contact. Sensitivity must be applied at all times when teaching the curriculum and specific programmes of support will be provided for children who require them. Staff are well-trained to support children who suffer with trauma or mental health problems and whose behaviour acts as a barrier to learning.

Routines and Expectations

Routine	What does it look like	Images
Manners 	• Teachers Names – pupils know that they must use Miss, Mrs, Mr… etc when talking to members of staff • Thank You – pupils know that they should say 'thank you' when they receive something or someone does something nice for them. • Excuse Me– pupils know that they should say 'excuse me' if someone is in their way • Please – pupils know that they should always say 'please' when they are asking for something. • Smile – pupils know that they should be positive and upbeat when talking to adults and each other	

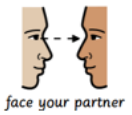
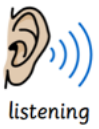
Routine	What does it look like	Images
Start of the day 	• Doors open punctually at 8.35am • Greet an adult with a 'good morning' and a smile • Organise personal belongings and equipment • Registration and dinner selection • Complete early morning task	   

Routine	What does it look like	Images
End of the day 	• DEAR time • Collect coats and bags and put their belongings away • Ensure anything on the floor is picked up and put away • Ensure lunch trollies are empty • Tabletop cleared for cleaners to clean • Teacher says goodbye and see you tomorrow	 DEAR time  collect belongings  say goodbye

Routine	What does it look like	Images
Walking through school/ arriving at assembly/ leaving assembly/ lining up 	• Face the way you're going • Stand one behind the other • Arms by your side • Voices off • No leaning on the walls/displays	 face forward  one behind the other  arms by your sides  voices off

Routine	What does it look like	Images
Assembly 	• Face forward • Criss cross legs • Makaton sign 'thank you' to door holders • Look and listen • Voices off unless asked to participate	 face forward  criss cross legs  thank you  looking at me  listening  voices off

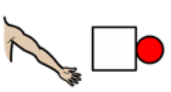
Routine	What does it look like	Images
Transition from carpet to tables/ environment 	Y1 & RWI • 3- stand • 2-walk to place • 1- sit down Reception • 3- stand • 2- walk to provision/ get coat • 1- start provision/ line up to go outside Nursery • One at a time	 3, 2, 1  3, 2, 1  3, 2, 1  one at a time

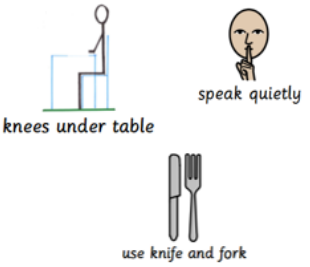
Routine	What does it look like	Images
Talk partners 	• Turn and face your partner (signal) • Take it in turns to speak • Listen carefully and respond • Signal, pause and insist to return	  

Routine	What does it look like	Images
In class, learning 	• Face the speaker • Always sit up straight and 4 chair legs on the floor • Listen carefully • Be ready to respond	   

Routine	What does it look like	Images
Speaking in class 	• Sentences - pupils know that they must answer in full sentences when appropriate • Hand away from mouth - Pupils know that they must keep their hands away from their mouths while speaking • Articulate- Pupils know that they must pronounce words clearly • Project - Pupils know that they must speak with a voice which is loud enough for everyone in class to hear • Eye Contact - Pupils know that it is polite to look at the person you are speaking to	  

Lunch Times

Routine	What does it look like	Images
Line up for dinner (red/orange) 	• Face the way you're going • Stand one behind the other • Arms by your side • Speak quietly • No leaning on the wall	   

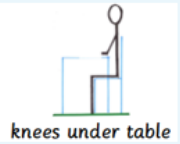
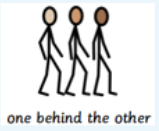
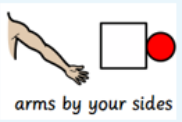
Routine	What does it look like	Images
Sitting and eating 	• Sit down • Face forward, knees under table. • Walk in the hall • Speak quietly • Use knife and fork (support provided where necessary) • Scrape waste food into bin • Wrappers and waste food from packed lunches stay in lunchbox	

EYFS Specific

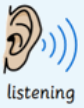
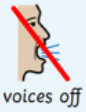
Routine	What does it look like	Images
EYFS- Tidying the environment (indoors and outdoors) 	• Bell rings- Stop and show tens wiggly fingers • Listen to instructions • When signalled to do so, children put resources back in their places (using shadowing and dual coding to locate where items belong) • Pick it up if it is on the floor and return to its place. • Adults model- choose it, use it, put it away	  

Routine	What does it look like
EYFS- Snack time 	• Sit during snack time • Use manners 'please' and 'thank you' when responding if they would like snack or not. • Put own rubbish in the bin at the end of snack time (leaving floor mess free)

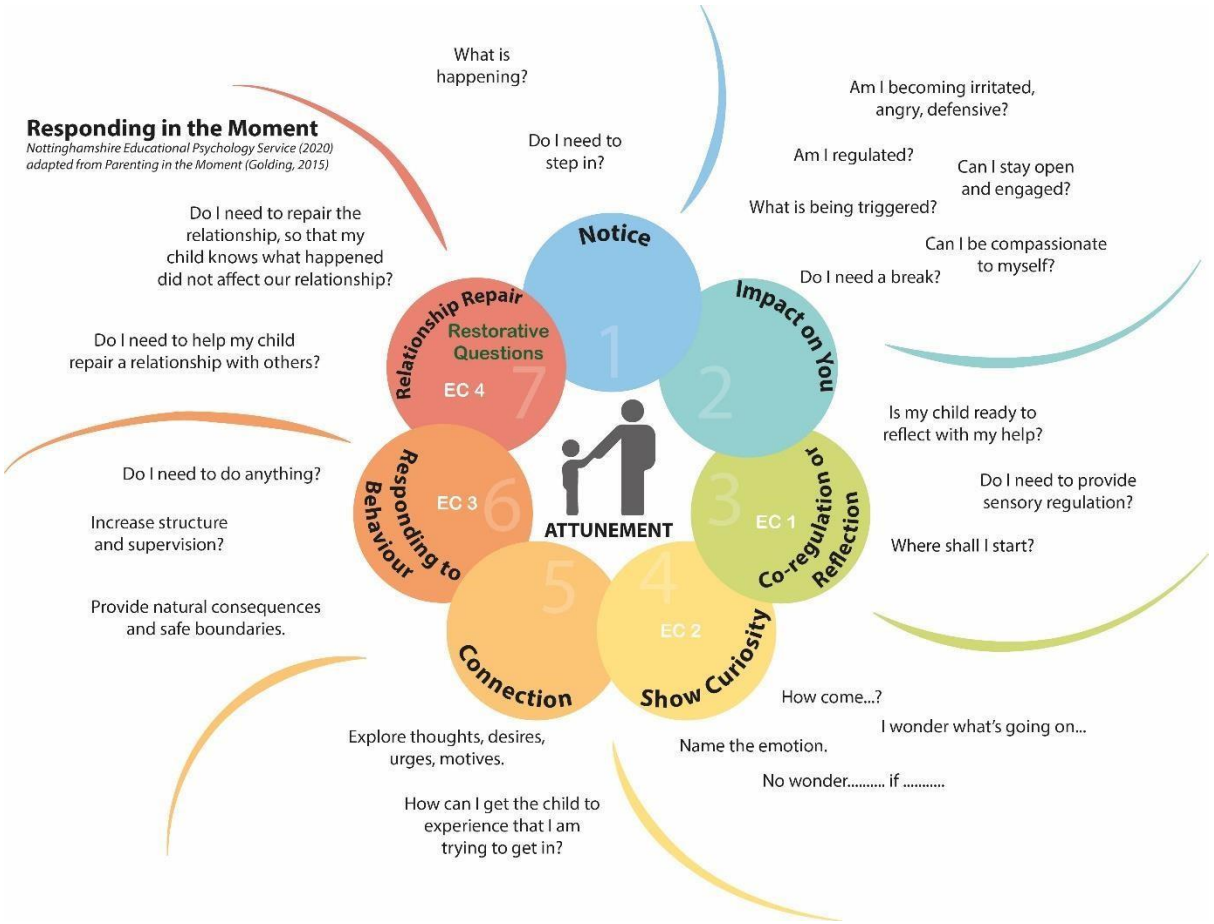
Routine	What does it look like
EYFS- Time in provision 	• Resources stay in their area at all times. • Walk in the environment (indoor and outdoor) except for the physical area • Wear a bib in the physical area (appropriate colour for year group) • Wear wellies in the mud kitchen and leave shoes in place of the wellies.

Routine	What does it look like	Images
EYFS- Lunchtime 	Dining hall • Face forward, knees under table. • Use knife and fork (support provided where necessary) • Wrappers and waste food from packed lunches stay in lunchbox Returning to classroom from the dining room • Line up at outside door (following lining up routine) • Children enter classroom quietly, get coats and line up to go outside. Returning to classroom after lunch • Line up outside classroom door. • Teacher greets children at classroom door • Children enter quietly. • Put belongings away and sit down.	      

Routine	What does it look like
EYFS- Muddy Monday/ Forest Friday 	•Children put on puddle suits and wellies, leaving belongings neatly on the carpet. • Sticks are kept short and low to stay safe (use stick rhyme) • On return, children take wellies off, wash hands, and store or keep puddle suits as needed.

Routine	What does it look like	Images
EYFS- Carpet Rules 	•Face forwards • Criss cross legs • Listening ears • Voices off • Eyes on me • Don't shout out	    

APPENDIX 2: Responding in the Moment



APPENDIX 3: Fifteen Things to Build Relationships - Tips for Staff

1. Be who you needed when you were at school. Every child needs a champion.
2. Make regular deposits into the positive bank
3. Know your children well and allow them to know you well.
4. Difficult child or child with difficulties?
5. Separate the deed from the doer.
6. The best apology is changed behaviour.
7. Catch them getting it right more than you catch them getting it wrong.
8. Magnify strengths rather than weaknesses.
9. Strike when the iron is cold.
10. We learn to care by being cared for.
11. Smile at children, it's good for you both.
12. There is always a solution – you need to give your time to find it.
13. Never assume you deserve respect – you must earn it.
14. Calm begets calm.
15. Sometimes the child knows best!

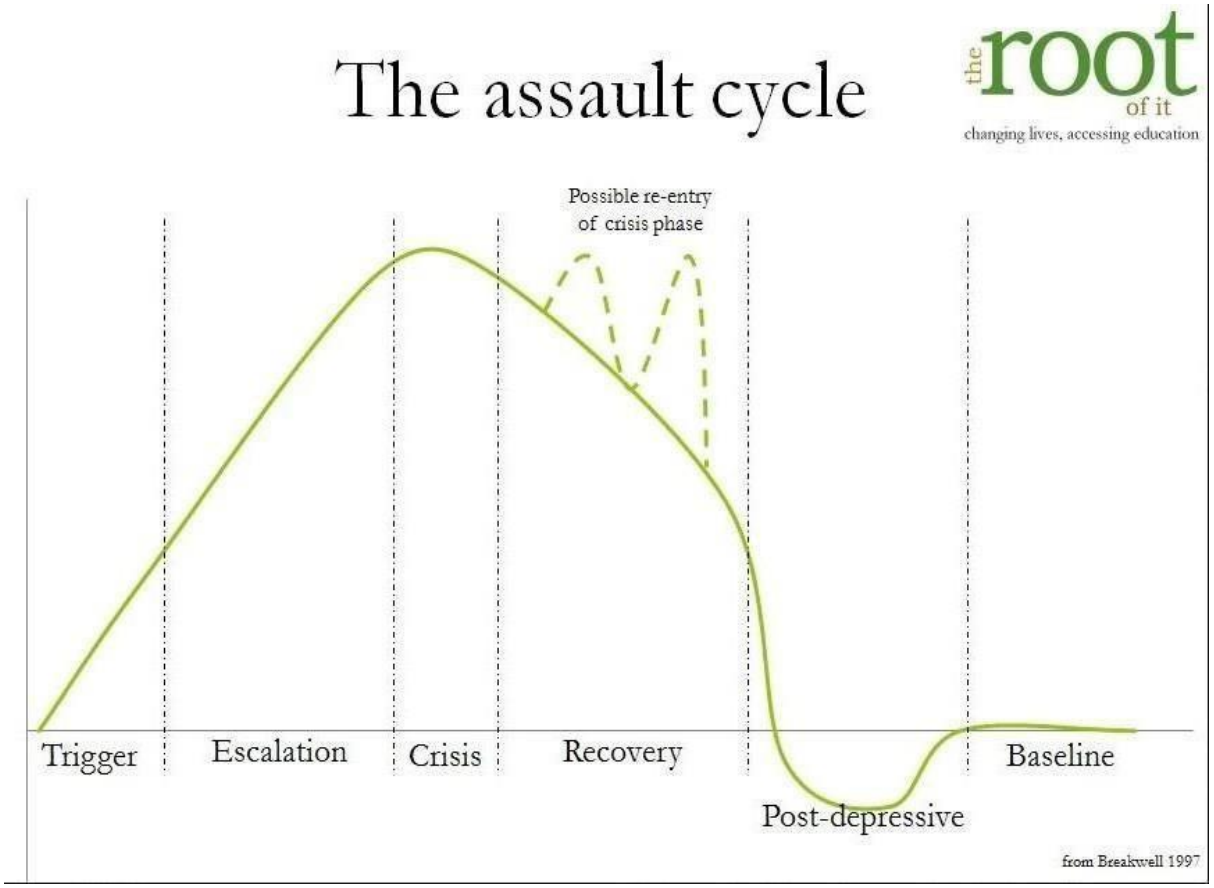
Keeping the policy alive

We firmly believe that this policy is a 'way of being'. It is at the core of our school ethos. Therefore, it is important that it is evident in our daily practice.

Strategies to keep the policy alive:

- Each 1⁄2 term there will be a staff meeting section/briefing point in which the Behaviour Lead will present a scenario for discussion/give the opportunity for staff to problem-solve an issue/share a strategy.
- Develop staff and children's scripts clearly defining the expectations around the school rules and what is above and beyond (rewards) to support consistency and deepen understanding
- Revisit these scripts termly

APPENDIX 4: The Assault Cycle



APPENDIX 5: The Assault Cycle

The Assault Cycle



1. **The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

   TWO TYPES:
   - Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
   - Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

2. **Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

3. **Crisis Point** - Aggressor explodes into violent acts against the threat.

4. **Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. **Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

APPENDIX 6: Restorative Questions

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

APPENDIX 7: Example Restorative Support Plan

Insert Photo Here	**Name**		**Class**		**Year**	**4**	**Start Date**		**1st Review Date**	
							2nd Review Date		**3rd Review Date**	

What I enjoy and what I am great at
Enjoy - football, iPad time, PE, maths, golf Great at – football, riding my bike, PE, cricket, maths, golf
What helps me feel safe and calm
Safe – being in the toilets, I know I am locked in and no-one can get to me. Adult XXX, the beanbag because it is comfy. Calm – toilet, the beanbag, Adult XXX

Stage 1: Starting to feel unsettled	**Stage 2: Getting overwhelmed**	**Stage 3: Really struggling / in crisis**
• How do I feel and what might others notice? (e.g. quieter, fidgety, worried face) • What helps me stay calm at this point? • What can adults do to support me early?	• What am I feeling now and how might it look? (e.g. frustrated, loud, withdrawn) • What helps me when things start to feel too much? • How can adults help me feel safe and understood?	• What does it look like when I'm really struggling? • What do I need in that moment to feel safe? • How can we help me recover and move forward afterwards?
School voice: Jiggles, May tap or slap at himself Narrative – noo! Ergh! Looks down Scowls/glares at adults, Turns back to the adult	**School voice:** Goes under the table Head under the table Harder hitting on the desk Cracks fingers by pulling them Stamps feet	**School voice:** Crying/screaming Curls over and will grab at ankles Pushing and throwing of furniture Throwing equipment towards the floor Snapping of pencils

Shuts down, refuses to talk Frustrated persistence (unable to be defeated by an activity) Talk when ready Walk round	Move the individual item that is causing the frustration e.g will move the book or ipad Stamp when walking Slam doors Throw the gym ball Heavy movement in a safe space Bean bag Leave him to calm Basket ball in the hall Any type of kicking and throwing supports release of feelings Head in bean bag	Non value items targeted as opposed to expensive or personal property. Defiance Insistence on going home/refusal to go home Ignoring behaviours Keep enclosed Conversation between adults that is unrelated Observe for Theo sitting as this is a sign of calming Deadlines of when a more significant consequence may be in place e.g. ig you have not done xyz by (time) then abc will happen Short simple sentences repeated at intervals
Child's voice: Look down Screw my face up Refuse to talk Say that things aren't fair Going in the toilet cubicle Going for a walk Adult distract me Ask me if I want to talk	**Child's voice:** Glare at adults Refusal to speak Ignore adults Walk out of the room or space I am in Grunt/growl sound Lock myself in the toilet	**Child's voice:** Tap and attempt to tip tables and chairs Throw things at the floor or wall Demand to go home Shove or hit others who may have annoyed me Sweep surfaces of things I may look to escape – run around the field Let me be alone in the toilet or beanbag Ignore me – don't attempt to speak to me Take me on a walk Talk to me about what has happened Adults to help me repair
Agreed strategies: Distraction Time before talking Use of humour Give me iPad time Going to the bean bag	**Agreed strategies:** Face plant into the bean bag and bury my head Use the emotion spoons to show adults what my feelings are If it is PE/break or lunch come inside to an adult Adults to not try to talk to me Adults to wait for me to want to speak	**Agreed strategies:** Ignoring behaviours Keep enclosed Conversation between adults that is unrelated Observe for XX sitting as this is a sign of calming Deadlines of when a more significant consequence may be in place e.g. if you have not done xyz by (time) then abc will happen Short simple sentences repeated at intervals

APPENDIX 8: Example Behaviour Agreement

Name:	**Date of Birth:**
Year group:	**Class Teacher:**

The school has established expectations for behaviour. The school needs an agreement that **XXX** will behave in an acceptable way following the school rules. All incidents where rules have been broken will be formally recorded.

Date of Agreement:	**Date of Review:**
Attendees:	**Attendees:**

The school rules of Be Kind, Be Ready, Be Wise must be followed at all times. The following actions are specific to **XXX's** needs as agreed by all involved.

Behaviour	**Positive Consequences**	**Negative Consequences**	**Review Notes:**
I will ask for help when needed.	*Use of positive praise.* *Sticker on reward chart.*	*Loss of up to 10 mins of playtime.* *Phone call home.*	
I will use my words when I get angry.	*Use of positive praise.* *Reward time at the end of the day.*	*Loss of break and lunchtimes.* *Restorative conversation with XXX*	

APPENDIX 9: Example Physical Intervention Form

This form complies with the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 and the DfE Statutory Guidance "Restrictive Interventions, including the use of Reasonable Force, in Schools" (April 2026).

1. Incident and Child Details

Name of child	
Year group and class	
Date, time and location of incident	
Name(s) of staff involved and role(s)	
Witness or directly involved?	
Details of other children involved	

2. Type of Restrictive Intervention (tick all that apply)

Seclusion	☐
Physical restraint	☐
Non-force restraint (blocking, directing movement, preventing exit)	☐
Removal of mobility aids	☐
Guided physical intervention	☐
Significant use of force	☐

3. Incident Details

Incident description (factual, objective)	
De-escalation strategies attempted	
Rationale for restrictive intervention	
Nature and duration of intervention	
Impact on child (distress, emotional/physical response)	
Any injury to staff or children and first aid provided	

4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

5. Post-Incident Support and Review

Support provided to child	
Support provided to staff	
Adjustments required to the child's behaviour plan or risk assessment	
Was another adult present? (Yes/No and details)	
Information shared with other staff/agencies	

6. Parent/Carer Notification

How and when were those with parental responsibility informed?	
Outcome of discussion with parents/carers	
Any complaint logged as a result of this incident	

7. Completion and Review Sign-Off

Staff member completing form – Name & Signature	
Date of completion	
Senior Leader Reviewer – Name & Signature	
Review Date	
Actions required following review	