

**Holland Haven Primary School**  
**Behaviour and Relationships Policy**  
**Autumn Term 2025**

**School Curriculum Intention To develop kind, resilient, healthy citizens who reach for the stars!**



## **School Values**

At our school we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope, Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

## **School Ethos**

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a caring way. It aims to promote an environment where everyone feels happy, safe and secure, and able to learn.

We value each individual child/young person and work with families, the community and beyond to offer diverse experiences and support. We develop children and young people to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and young people and staff. Everything we do in school is underpinned by our safeguarding procedures.

We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress and react accordingly. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults.

## **A Relational Behaviour Model**

At our school we adopt and use the relational behaviour model which is the approach from TPP. There are several key principles:

- Behaviour is something to interpret.
- Children and young people are prone to make mistakes and highly responsive to the environment and context.
- Behaviour management is predominantly through relationships.
- Children/young people who don't manage should be understood and included.
- Boundaries and limits are to keep everyone safe and to meet everyone's needs.
- Rules should be developed together and adapted where needed.
- Consequences are only used within a process of restore and repair.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The causes of the difficulties are mostly in the environment and within the context of relationships.
- The solutions lie in understanding what the behaviour tells us about the child/young person and their needs.
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

## General Expectations

We have high expectations for our children and young people, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where children and young people are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment
- promote high expectations and enable children/young people to become independent responsible learners
- encourage a sense of respect for our community and our environment
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child/young person is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child/young person having difficulties. We use positive recognition, as appropriate, to ensure the children or young people know we are still there, and we recognise their effort and any changes they have made.

## Holland Haven Primary's Behaviour Curriculum

Golden Rules and Core Values		Thinking Skills – Metacognition Characters
Be gentle	Respect	Perseverance (Percy Spider)
Be kind and helpful	Effort	Creativity (Creation Unicorn)
Work hard	Attitude	Planning (Planner Giraffe)
Look after property	Co-operation	Reasoning (Wisdom Owl)
Listen to people	Honesty	Memory (Memo Elephant)
Be honest		Active participation (Learning Bug)
		Growth Mindset (Yeti)

## Cognitive Sciences underpinning Self-Efficacy

A classroom culture conducive to learning is one of high expectations where pupils are expected to, and supported to, achieve and therefore at Holland Haven Primary the long-standing Jenny Mosley Golden Time Approach and an enhanced school-developed version of the visual classroom learning prompts are still utilised. Frequently occurring processes lead to routines and automaticity, thus reducing cognitive load and freeing up capacity in working memory for new learning to occur in lessons; behaviour and learning systems are consistent throughout the school and known by all stakeholders in the school community.

## School Community

To create a sense of belonging, classes are arranged into four, cross-phase 'Beach Huts' and at the beginning of every year, each class has their photo taken; it is then displayed within the Beach Huts board at the entrance to the school for the school community to view. Every class has representatives on the Eco Council, School Council and Learning Council, Multi Schools Council and two Friendship Ambassadors/Happiness Heroes (My Happy Mind)..

### What do we do to teach and promote positive management of behaviour?

Each classroom learning environment includes the following visual prompts that are presented, and referred to, according to the age and stage of the pupil(s).

- **Golden Rules**
- **Core Values**
- **Thinking Bubble, Star and Shooting Star**
- **Thinking Skills Characters**
- **Zones of Regulation**
- **Team competition tubes**
- **Class Star Jar**

It is assumed that the majority of pupils will be able to demonstrate positive behaviours in-line with school expectations. All pupils (photo or name) are represented on a **classroom star** in each classroom. This is part of a display which also presents a **thinking bubble**. Where a pupil needs support with his/her behaviour, the thinking bubble is used as a visual, and initially, non-verbal reminder. This is a fluid intervention: pupils' names can be moved from the star to the thinking cloud, and back, within a session, in order to support the pupil's decision-making. Adults also speak quietly, 1:1 with the pupil to support them to achieve their target. This may involve co-regulation, modelling strategies, time away from the situation etc. If the pupil is unable to improve, **minutes of Golden Time or Bubble Time are lost**.

Pupils automatically participate in a 10 minute daily 'Bubble Time' session in KS1, and a 20 minute weekly 'Golden Time' session in KS2. During any lost time, pupils talk to an adult about what happened, whilst the other pupils participate in the session.

Pupils who keep the full amount of Bubble/Golden time, receive a **gold star sticker** at the end of the week. This is a simple strategy to communicate effectively with parents/carers and influence whole-school behaviour by **praising** and **validating** these achievements. Every pupil who has lost less than 5 minutes of bubble/golden time across a term, also participates in a **star behaviour recognition activity**. This could take the form of an activity at the end of the term such as a beach visit or picnic or the receipt of a certificate, for example. Names are moved to the **shooting star**, during a session or a day, to indicate an aptitude in a subject-area (see school subject symbols and keys: this includes PSHE 'kind, resilient, healthy citizen...').

In each class there is a '**zones of regulation**' visual display to support pupils' understanding of how they are feeling and their ability to express it; strategies are provided that they can choose in order to help self-regulate. Knowledge and skills are also taught explicitly through the curriculum. In all classes there are worry boxes - or substitutes, such as 'worry monster' cuddly toys - for pupils to use when they have a concern that they would like to share confidentially. Staff check the worry boxes regularly and address the issues. Pupils are introduced to PSHE symbols 'peacemaking' and 'reflection'.

Pupils are part of a **themed team** ('curriculum themes' change termly for each phase, for example, during Victorians in UKS2, pupils earn 'shillings' for their famous Victorian). Pupils can earn these '**crystals**' from any adult in the school, for any great behaviour, and add them to their class tube. For example, crystals can be earned for making an effort in their learning, showing a great attitude, solving a problem with a friend, a high quality piece of work or winning a quiz. The team with the most crystals each term, chooses which **winning team activity** they participate in. Pupils can also work towards earning **class stars** for their **jar** - this is for an agreed, specific class-target; when the jar is full, the pupils choose a **class reward activity**.

In addition, **motivational incentives** are in place for curriculum areas such as maths, reading, writing and homework: **certificates** for times tables, spelling and reading are presented in whole-school **Golden Assemblies** alongside a weekly **Golden Award** issued by the class teacher to one person in each class. This celebration includes extra-curricular achievements such as sports competitions and musical accomplishments, and recognises learning attributes such as effort as well as academic outcomes - parents/carers are encouraged to share home '**wow moments**' with school and can use the **Evidence Me app**. Competitions raising the profile of homework engagement, attendance and punctuality are displayed around the school and shared with families in **Newsletters**.

## **Learning Culture**

### **Metacognition and Growth Mindset**

A culture for learning is created using the golden rules, core values and thinking skills; this promotes a '*growth mindset*' - 'not there yet' instead of 'I can't do it' and develops *pupils' metacognition*: awareness and understanding of one's own thought processes. There are regular opportunities for pupils to take ownership of their learning and develop critical thinking: classroom monitor roles, self/peer assessment, planning and mentoring, evaluation and reflection techniques and *collaborative learning structures* such as Rally Coach and Stand and Share. Aspirational and developmental activities such as Social Emotional Spiritual and Cultural (SMSC) assemblies, Careers Weeks and Anti Bullying Workshops also take place. See the *PSHE 'Personal Development' Profile for full provision*.

### **Philosophy For Children**

Philosophy for children (P4C) is a philosophy centred around teaching thinking skills and the ability to question and reason. P4C is taught discretely and principles applied in cross-curricular learning (see **PSHE Profile** for curriculum mapping).

### **Playtime Design**

Pupils in UKS2 are given the opportunity to undertake 'Playground Friend' training with the Senior MDA and Learning Mentor. This enables them to solve low level disputes, facilitate friendships between children and role-model games. Also in UKS2, prefects are allocated responsibilities such as Sports Leaders who set up and oversee the activities in the KS2 Skills Court. Friendship Ambassadors, chosen by the class teacher in every class, are encouraged to help the others in their class during play and lunchtime.

Each day there are members of staff supporting playground activities. Where possible, play facilitators are also based in The Hills at playtime and lunchtime in order to enable this area to be accessed for active, risky play. If required, football is supported by organising teams with a small number of players, coloured bibs and designated spaces. EYFS, KS1 and KS2 playgrounds have been designed with playground markings to support learning and play (for example road markings for vehicles, hop scotch and 4 Square), and a range of resources are available for pupils to develop their physical skills, and stay active at playtimes (balls, hoop etc).

### **Learning Mentor and Pastoral Team**

The learning mentor and SENCo liaise with teaching staff and pupils' families to identify who would benefit from additional pastoral support, at school or home. This provision includes bespoke 1:1 time, Drawing and Talking, Lego Group, ELSA (Emotional Literacy Support Assistant), Principles of Theraplay, Principles of Sand Therapy and Art Therapy (delivered by an external Art Therapist, in school).

The school has a dedicated nurture space, the Rainbow Room, and a team of qualified pastoral staff. The room includes soft-cushioned areas and sensory areas where pupils can take time-out when needed. As appropriate, on-site areas, The Haven or The Forest can also be used.

### **Viewing behaviour as a learning process**

At our school we accept and understand that learning how to regulate our behaviour is a learning process. At times children and young people will push limits, boundaries, and societal norms as part of their normal development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. Using the relational model, we offer support, help and guidance to the child or young person along with co-regulation so they can develop strategies to regulate themselves and develop resilience for the future. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can by relating to them and helping them to restore and repair as required. We know that this is the best way to respond to our child/young person's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

### **Our general responses incidents**

Our school believes that all behaviour is communication and in the power of using restorative approaches. Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on

themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, and pay for the replacement of items. Where this is not possible a close alternative should be used.

At our school the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

### **The use of consequences**

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always look at the incident with the knowledge of the stress response (and how the brain reacts), the relational model and with the aim to repair and restore through relationships.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term change will occur without this.

**Protective consequences:** these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- co-regulation to help develop self-regulation strategies
- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space (including spaces outside classrooms with opportunities for proprioceptive and calming activities)
- child or young person escorted in stressful situations
- differentiated teaching space
- appropriate use of suspension (using the time to provide psychoeducation, using co-regulation to develop self-regulation strategies; reflect, amend plans and identify needs and other appropriate interventions to support.)

**Educational consequences:** at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. These should always be logical, appropriate and proportionate.

Examples include:

- ensuring the child or young person completes the task they have disrupted

- rehearsing/modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships.

Behaviour	Possible Consequences/outcomes
<p>Relatively low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Distracting others</li> <li>• Refusal to complete assigned activity</li> <li>• Disrespectful comments</li> <li>• Use of a swear word</li> </ul>	<p>Use of the <b>generic class visual display</b> – non-verbal feedback initially in order to not bring unnecessary negative attention to the behaviour, particularly during whole class teaching...</p> <ul style="list-style-type: none"> <li>- move pupil's name to the <b>thinking bubble</b></li> <li>- if the behaviour doesn't change, <b>an adult speaks quietly, 1:1</b> with the pupil and reminds her/him of the expectation, helping her/him to achieve it ('catch me' concept as soon as re-engaging and move name back to the star with the rest of the class)</li> <li>- if the behaviour continues, following the appropriate time-scale, a minute off bubble time/golden time is given (an adult discusses with the pupil the <b>minutes off staggered consequences record</b>)</li> </ul> <p>The cycle above is repeated as necessary. As appropriate, logical consequences follow- for example, if work hasn't been completed, it can be completed in the pupils' own time or if a pupil can't maintain the rules in a football game, they miss the next game of football.</p> <p><b>Swearing is a non-negotiable</b> and if a member of staff hears it, the consequence of <b>5 minutes of lost bubble/golden time</b> is given and a '<b>note home</b>' to parents/carers shared.</p> <p><b>Aggressive behaviour is also non-negotiable</b> and a consequence of <b>5 minutes of lost bubble/golden time</b> is given and a '<b>note home</b>' to parents/carers shared.</p> <p>Where 5 or more minutes are lost in a week, a note home is given: see appendix 2.</p>
<p>Repeated low impact</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Regular refusal to complete work</li> <li>• Regular low level disruption in lessons or on the playground at playtimes and lunchtimes</li> </ul>	<p>If the pupil is already identified as needing additional support and has a '<b>Behaviour Management Plan</b>' and/or a <b>Risk Reduction Plan</b>, the details of these plans would be followed.</p> <p>If not, see below for steps.</p> <p>Name-calling is tracked in KS2 on a '<b>name calling list</b>' which runs alongside minutes off golden time - parents/carers are informed if there are repeat incidents.</p>

<p>Relatively higher impact</p> <ul style="list-style-type: none"> <li>● Causing significant, deliberate damage to school property</li> <li>● Harmful behaviour to other pupils and adults</li> <li>● Regular disruption to learning</li> <li>● Sexual harassment</li> <li>● Repeated breaches of school rules</li> <li>● Sexual violence</li> <li>● Bullying</li> <li>● Peer on peer abuse</li> <li>● Sexual taunting or jokes</li> <li>● Online sexual harassment</li> <li>● Vandalism</li> <li>● Theft</li> <li>● Fighting</li> <li>● Racist, sexist, homophobic or discriminatory behaviour</li> <li>● Possession of any prohibited items such as : knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images and any article a staff member reasonably suspects has been or is likely to be used to commit an offence, or to cause injury to, or damage to the property of, any person (including the pupil)</li> </ul>	<p>SLT notified and a full investigation undertaken – during this process, reflection, repair and restore is built in to pupil-interviews and conflict resolution work</p> <ul style="list-style-type: none"> <li>· Incident recorded –running record and/or Child Protection, <b>STAR behaviour</b> (Appendix 1) or <b>Racist Incidents form as appropriate</b></li> <li>· Outcome will be personalised based on the nature of the incident and will be fully shared with the parents/carers by a member of SLT – the consequence could be a suspension or exclusion.</li> </ul> <p>See Anti Bullying Policy, Exclusions Policy, Racial Incidents Policy and Child on Child Abuse Policy for further details of procedures</p>
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### De-escalation and Consistency

Behaviour strategies are delivered calmly and consistently and it is paramount that staff model effective self-regulation strategies. A de-escalation approach is adopted in all interactions: adult-adult, pupil-adult and pupil-pupil. Pupils are given time to reflect. Timers are used to set time-limits for expectations. A range of positive classroom management strategies are deployed: positive whole-class reinforcement (such as proximal praise and showing examples) remembering 5 positives to 1 negative. Quiet, specific reminders to individual pupils regarding behaviour, and assumed compliance (thank you rather than please). Start each lesson/day afresh. Give pupils choices to make with clear expectations for each, then deliver the consequences consistently. Depersonalise consequences by referring to the school rules... if you choose x, the consequence is y, because... '. All staff to utilise a range of recommended strategies once a secure relationship and connection is established. (See *Tops Tips for Effective Behaviour*).

### **Harm from dysregulated (stressed) behaviour**

Our school always prioritises the safety and welfare of all staff and children/young people, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

### **Supporting those who have been harmed**

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or child/young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

### **Risk Assessment Process**

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable children and young people. It identifies what is likely to cause stress to them, using all the information known about them. Once all this information is collated, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

### **Physical intervention (control and restraint) - the use of reasonable force**

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children and young people committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools](#)

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document.

This includes reporting to ECC via MySafety.

**The MySafety system is used to record all accidents, violence, work related Ill Health and near misses.**

[Click here to log an incident](#) (please use the Access Token: ABC123)

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

### **Screening and searching children and young people**

At our school we are all aware that there are legal provisions which enable school staff to confiscate items from children and young people: DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child/young person or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child/young person or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Searching a Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

**Parents will be informed about the need to search the pupil and if it is not urgent, parents will be asked to attend if it is possible for them to do so.**

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the headteacher (DSL) or deputy DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff or parent, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items , including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item . A member of staff will tell the parents prior to the search if possible or as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Mobile phones**

Mobile phones are **NOT** permitted in school however, pupils who need mobile phones in Upper Key Stage 2, to safeguard themselves walking home at the end of the school day, may bring phones into school with prior agreement from the headteacher. The phone may only be brought to school on the day it is needed. Mobile phones **MUST** be handed to the school office by the parent at the start of the day and the phones will be stored in the office until the end of the day. Pupils may not have phones stored in their lockers. If a phone is not handed to the school office, as stated in this policy, the phone will be removed from the child's locker and the parent will be notified of the breach of school rules and consequences will be put in place. If the phone is used for any of the reasons indicated above in the educational consequences section, this could result in suspension or exclusion.

The school will not accept responsibility for mobile phones brought into school.

### **Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection policy:

Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

### **How we support children and young people with SEND and mental Health/ emotional needs**

At our school, we acknowledge that some children and young people will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the child/young person's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children and young people, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the communicating behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the child or young person be in a place to learn, connect and thrive.

### **Ways to Support Understanding**

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

### **Our Principles - the things we will do as adults**

#### **All staff**

- Seek to understand the communication behind the behaviour

- Keep the relationship at the forefront when seeking to restore and repair (connection before correction)
- Model compassion and kindness, provide hope and support, connection and belonging
- Understand that any event in a child or young person's life can impact on how they think, feel and act
- Use of logical (natural) consequences where possible rather than just simply punishments or sanctions
- Provide routines, set limits and have clear boundaries
- Regulate our own emotions
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

#### **Head Teacher**

- Leads on all aspects of this policy and model the expectations for all staff
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Is the only person authorised to suspend or exclude a child or young person (or the Deputy Headteacher in their absence)

#### **Other Senior Leaders**

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

#### **Classroom Staff**

- Plan the teaching and learning for all children and young people
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child or young person may be having.

#### **Family**

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health
- Have open conversations with the school

- Engage with support offered by the school and other agencies to further support their child/young person's needs

### **Governors**

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Undertake their statutory role around suspension and exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

Behavioural incidents

Attendance, permanent exclusion and suspension

Incidents of searching, screening and confiscation

The data will be analysed annually by the Headteacher and SLT.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

**This model Relationship & Behaviour policy was written by the Education SEMH Team, Essex County Council, and adapted by Holland Haven Primary School.**

**Staff from Holland Haven Primary School met with the school's Essex Inclusion Partner and Educational Psychologist in the summer term 2022 to review existing policy and practice. Updates following exclusion guidance were added in 2023.**

**This policy will be reviewed annually in accordance with DfE guidance.**

**Appendix 1: STAR Analysis**

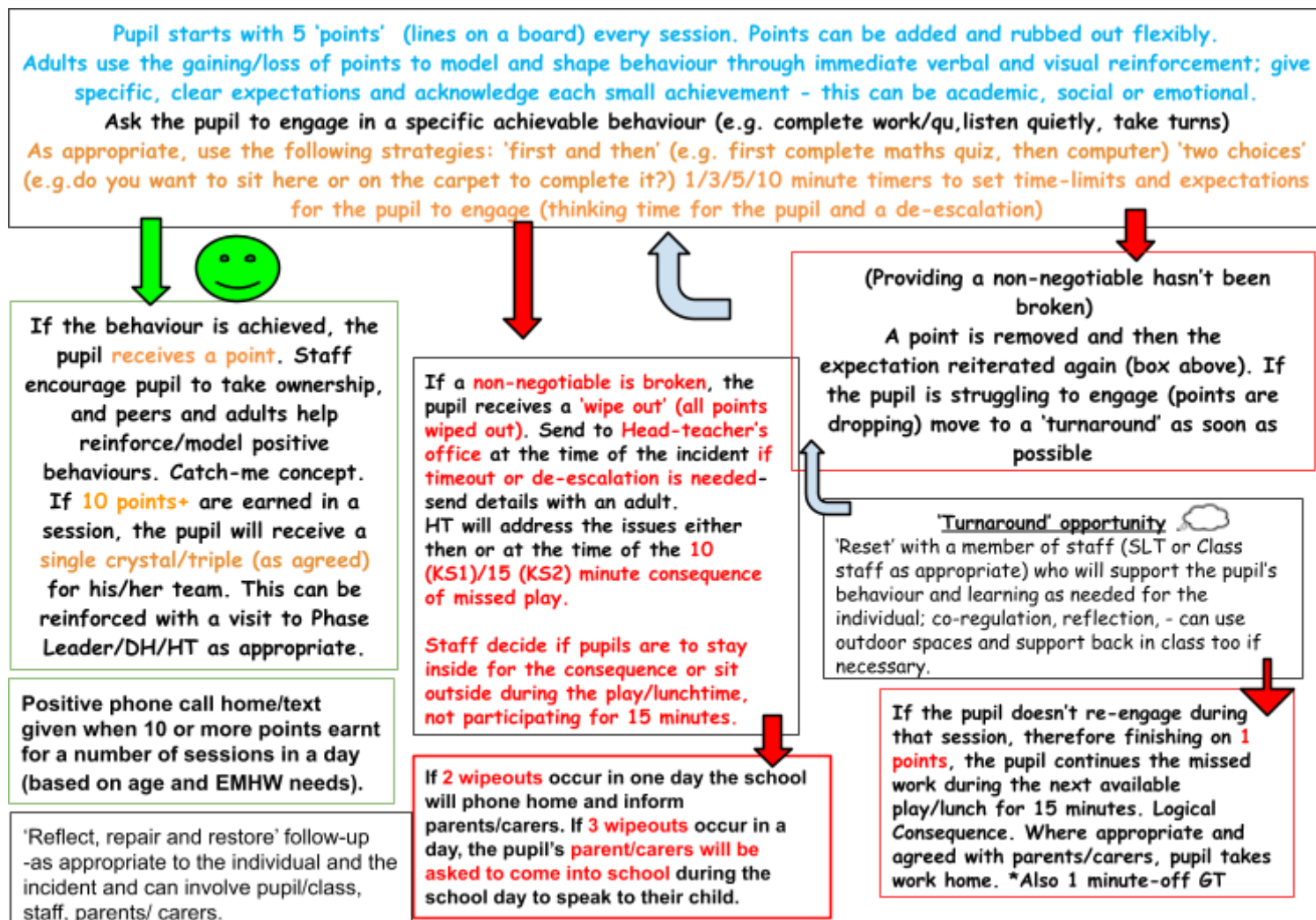
<b>What happened at the time?</b>	What staff could do differently in the future.
<b>Setting (Time, environment, relationships, etc.)</b>	
<b>Trigger (stressors)</b>	
<b>Action (What happened?)</b>	
<b>Response (What the adults did?)</b>	

## Appendix 2: Notes Home and Behaviour Management Plan

Whole-School Additional Consequences to Loss of Golden Time (applies across a half a term)

1. The first time a child loses 5, or more, minutes of bubble/golden time, he/she also loses a playtime (KS2 only) and receives a 'note-home' informing parents of the lost minutes, additional consequences given, and the reason why.
2. The second time he/she loses 5, or more, minutes of bubble/ golden time, he/she also loses a lunch-time play (KS2 only), and receives a 'note-home' informing parents of the lost minutes, additional consequences given and the reason why.
3. The third time he/she loses more than 5 minutes of bubble/ golden time, he/she loses lunch-time (KS2 only) and staff consider an individualised behaviour plan to help the pupil succeed.

Note: Parents/carers and pupil meet with the Learning Mentor/DHT or Class Teacher to share the approach, prior to the plan beginning. Parents/carers, school and pupil sign this plan when it is set up. The plans can be tailored to individual needs.



### Non-negotiables (In-line with mainstream behaviour management)

- **Aggressive behaviour** (verbal - including swearing - and physical) **5 minutes-off GT**
- All other non-negotiables (and choosing not to re-engage\*) **1 minute-off GT** (personalise to focus on targets, as appropriate)

### KS1 adaptations

- Daily 'Bubble time' (whole phase)
- Visual timetable of the day and green smiley faces, star and timer per session
- 10 minutes instead of 15 minutes 'wipeout'
- 'Turn arounds' with an adult only if/when appropriate (sometimes it may be more effective for the pupil, if adults wait until they are ready to reengage to develop own self-regulation as part of the 'turn-around' time) - in cases like this, responsively use alternative 'first, and then...' time with members of SLT
- Well done recognition at the end of the day, if appropriate (LSA support and arranged with SLT/Learning Mentor) - agreed in advance with the pupils (e.g. time in the rainbow room)
- Adjusted expectations of how many stars in a day to achieve 'call home' - ensure achievable and build up

**Appendix 3: Adult Response Plan - challenging behaviours**

<p><b>Window of Tolerance</b></p> <p><b>What the child/young person is like when regulated, calm and engaged?</b></p>	<p><b>How best to support and maintain this and support regulation</b></p>
<p><b>Dysregulation</b></p> <p><b>What are the first signs that things are becoming too stressful?</b></p>	<p><b>Strategies to support and to co-regulate</b></p>
<p><b>Hyperarousal</b></p> <p><b>What are the communicating behaviours?</b></p>	<p><b>Interventions necessary to support and co-regulate</b></p>
<p><b>Hypoarousal</b></p> <p><b>What are the communicating behaviours?</b></p>	<p><b>Interventions necessary to support and co-regulate</b></p>