

Hiltingbury Junior School Behaviour and Attitudes Policy

‘The Empowerment Approach’

‘Good for Me, Good for You, Good for Everyone!’



Our Vision

At Hiltingbury Junior School, we believe that every child has the right to feel safe, valued, and empowered. Our vision for behaviour and attitudes is rooted in connection, compassion, and mutual respect.

We recognise that behaviour is a form of communication. We aim to understand the needs behind behaviours and support children in developing the self-awareness, emotional literacy, and regulation skills they need to thrive both in school and beyond.

We uphold the highest of expectations, underpinned by a shared understanding between adults and children of their purpose: to minimise disruption, maximise effective learning time, and foster a calm, focused environment where everyone can thrive. These expectations are fundamental to ensuring that every child makes strong, sustained progress across all areas of school life: academically, socially, and emotionally.

Our community is built on strong, trusting relationships between children, staff, and families. Through consistent, compassionate guidance and clear boundaries, we nurture a culture where children are active participants in shaping a positive, respectful, and inclusive environment.

We empower children to:

- Make thoughtful choices;
- Learn from mistakes with support, not shame;
- Take responsibility for their actions in a safe and non-judgmental space;
- Celebrate their growth as individuals and members of the school community.

We are committed to supporting all children to make progress - developing confident, kind, and resilient learners who understand themselves and others, and who apply these values in the wider world, now and in the future.

Key principles of our approach to behaviour:

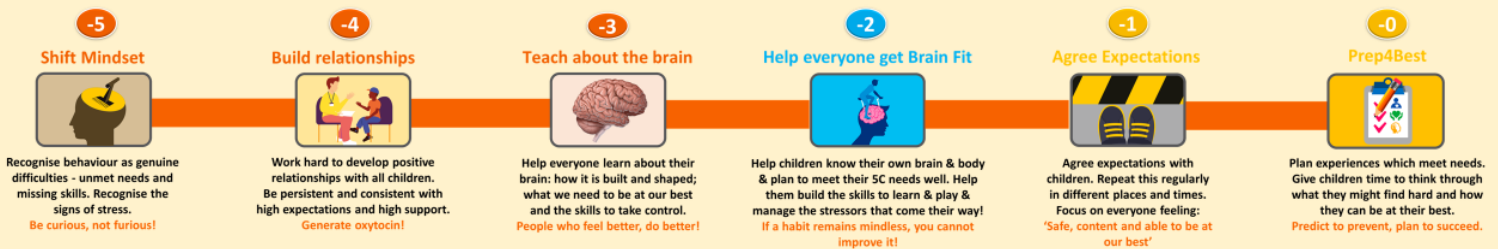
- **Be Curious Not Furious:** maintaining a calm, investigative and solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- **Positive, kind, relationships, whilst maintaining clear professional boundaries:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves **for** rather than **against** the child, with the core belief that when people **feel** better, they **do** better. Clear professional boundaries must be established and consistently demonstrated by all adults.
- **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; rigorously providing high quality, systematic and carefully planned support (**with** the child, **not done to** the child) for any pupils who are not yet able to meet those expectations. High expectations should always be teamed with kindness and unconditional support. Adults will be firm as needed, making high expectations consistently clear, whilst remaining calm and constructive.
- **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- **Follow-up and coaching is essential** – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.
- **Children's voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.
- **Teach Executive Function Skills:** attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

Part A - Building the Foundations: how adults should prepare for children to be at their best:



Part A: Building the Foundations

(before things go wrong)



Adults can support young people to achieve the best they can in 4 key ways:

1) Teach children about their brain so they can prepare to meet their needs positively. This will focus on helping children to better understand their physical, emotional and learning needs and the needs of those around them so that they can learn and play at their best (see the appendix for further information (5C needs model, types of stress, Managing Neurobiology, daily dose model and executive functioning skills animal scales model)

2) Agree expectations with children so they feel a sense of control over what happens to them and an ownership of boundaries.

We believe the key to teaching children pro-social and pro-learning skills is to provide as much practice as possible in thinking through how people would need to talk and act for everyone to feel safe, content and able to learn and play at their best – for it to be, 'Good for Me, Good for You, Good for Everyone!'. Pro-social and pro-learning expectations can vary widely for different situations for children in and out of school.

To support the children, we believe in collaboratively giving the children the opportunity in each class to develop their skill at thinking through the needs of all parties in varying situations through creating class expectations agreements at the start of each year.

Class Expectations Agreement

There are some expectations we can have which are common to all situations: talking and acting in ways which mean the people around us feel safe and respected; looking after our physical world so it is in a good condition for others to enjoy.

The process of establishing our Class Expectations Agreement each year enables children to feel greater authorship in boundaries and leads children to have a greater investment in keeping to these. It also means children understand the purpose of the expectations; knowing the 'why' results in individuals feeling more controlled and better motivated to keep to the boundaries agreed. These expectations are consistent across the school.

3) Help children to plan and prepare to be at their best:

All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.


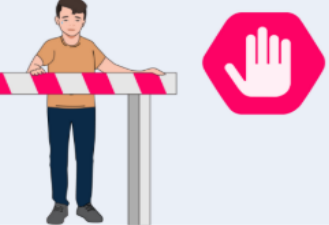
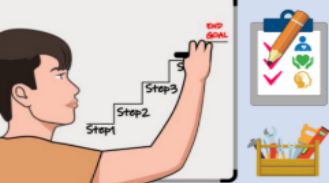
An essential element of our approach therefore includes agreeing expectations **prior** to any activity or event and helping children think through and agree what will help everyone to feel safe, content and able to learn or play at their best, what they might find difficult in keeping to that agreement and what will help them manage it well. We call this strategy '**Prep4Best**'.

Whilst some children with higher needs and poorer Executive Functioning skills may require 'Pre-mortem' and 'Prep4Best' which is individual to them, these strategies should also be a routine element of **daily practice** in every class and for **all** children.

Staff will use their professional judgement and experiences prior to activities or events, to use our 'Prep4Best' sequence (with the visual cue so children know it is 'Prep4Best' time), during which the class think through their needs, what might go wrong and decide what will help them to prevent this so they can be at their best. This may not need to be repeated for regular activities once all children have established how they will be at their best but should be repeated regularly as a reminder and **always** take place prior to any new or unfamiliar task.

Prep4Best is a crucial element of our approach to behaviour since it ensures all staff set consistently high expectations and ensures a proactive rather than reactive approach to behaviour. Prep4Best is also a good habit for children to develop and prevents an individual from launching into a task without preparation. It is a habit that will be of great help far into their future studies and work.

Prep4Best: The A,B,C Steps to Success

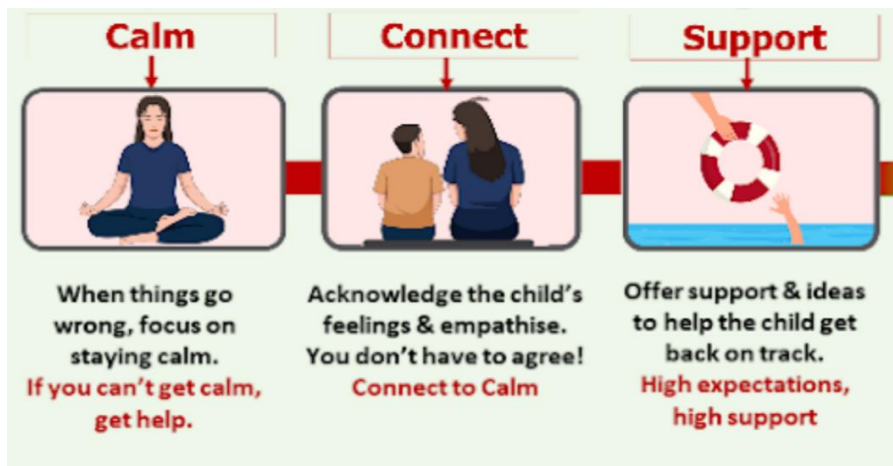
A. Predict: <ul style="list-style-type: none"><input type="checkbox"/> What will this be like?<input type="checkbox"/> What will I need to feel comfortable, feel good connections, feel I count, feel capable and feel a sense of control?<input type="checkbox"/> What will other people need to feel comfortable, feel good connections & that they count, feel capable and feel a sense of control?<input type="checkbox"/> For everyone's needs to be met, what will be expected of me?	
B. Prevent: <ul style="list-style-type: none"><input type="checkbox"/> What might I find hard?<input type="checkbox"/> What could go wrong	
C. Plan to Succeed: <ul style="list-style-type: none"><input type="checkbox"/> What support, tools or resources will help me to do well?<input type="checkbox"/> What could I ask for?<input type="checkbox"/> What could I do to help myself?	

4) Show unconditional support – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children whilst maintaining clear professional boundaries. If the relationship is not positive, the adult and child will work together to put this right.

Every child needs a champion; research has shown that just one supportive adult in a child’s life can make all the difference. We are educators, and as such, will ensure every child in our school feels unconditionally supported and cared for, whatever the challenges. We recognise that children can sometimes present with behaviours that are incredibly difficult and upsetting for those around them. Supporting these needs does not have to be at the expense of high expectations - we can be kind without agreeing or condoning unhelpful behaviour.

Part B - How adults should respond when children do not keep to expectations:

Responding in the Moment



Whenever a child is not meeting the expectations agreed, the adult should initially respond through Calm, Connect, Support:

Calm: the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.

Connect: acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.

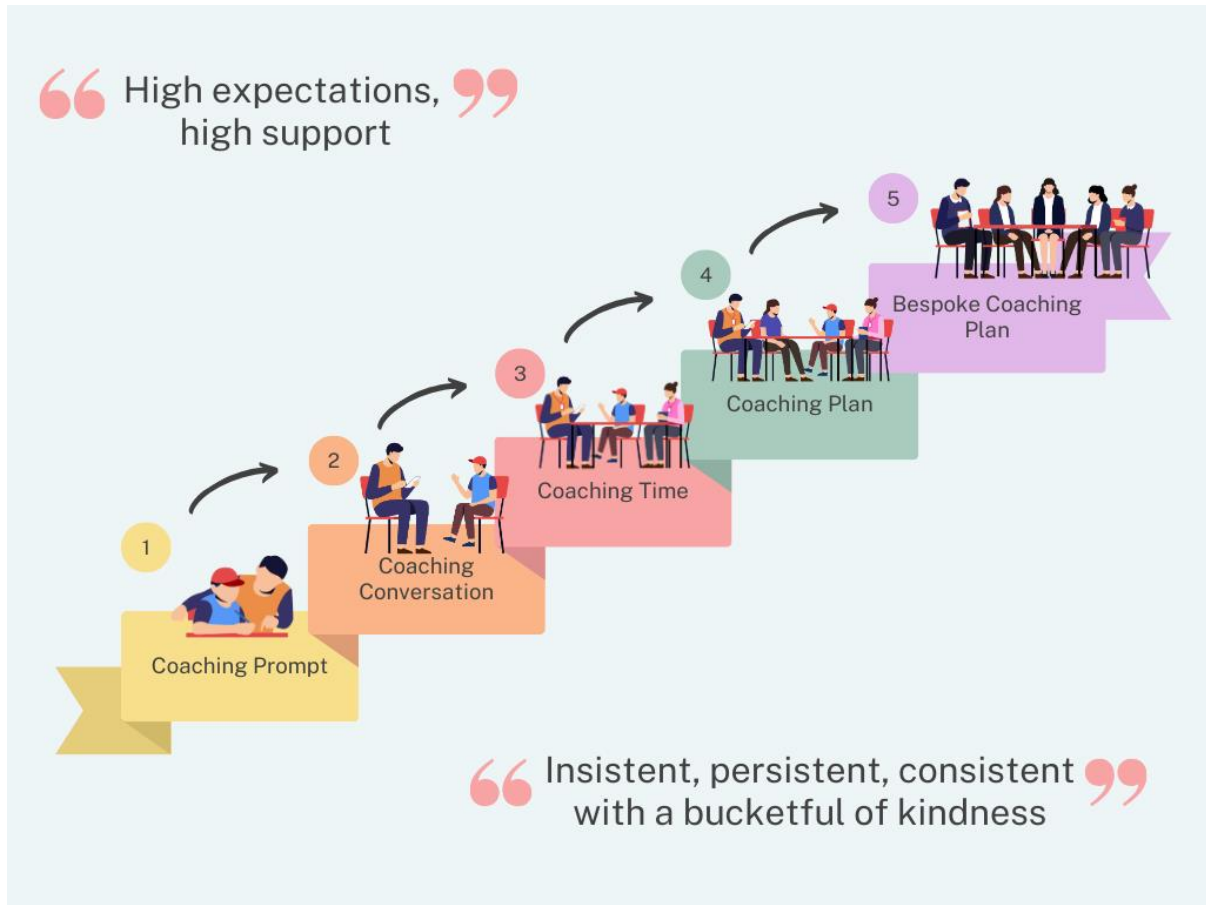
Support: Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.

Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children dysregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond

with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Coaching model



Staff will consistently hold high expectations throughout the day. When needed, a child will receive a reminder about expectations. Following this, if needed the coaching system will move to step 1.

- 1) **Step 1 - Coaching Prompt:** Less than a minute (brief chat) to help the child get back on track with the current task.
If a child has 2 of these in a day (or 3 or more across the week, then this will move to stage 2 support).
- 2) **Step 2 - Coaching Conversation:** 5 minutes with the class teacher or other adult present at the time. This is to take place at a separate time from the actual event so that expectations are kept high, this will normally be at break or lunch time.

If 2 of these conversations happen within a week, a phone call will be used to inform parents. If 3 conversations take place within 2 weeks, this will move to step 3.

- 3) **Step 3** - Coaching Time: 20 minute coaching session with the class teacher (and year leader if necessary) to look in more detail at strengths and barriers.

To be scheduled at the end of the school day (Tuesday, Thursday or Friday only to fit around staff meetings). This will start at 3.20 following dismissal, with a parent/carer to join for 5 minutes at the end (3.40 - 3.45pm). There may be occasions when this is scheduled for 8.20am. Targets (shared on a target chart) will be agreed, including ways to practice these at home (linked to executive functioning skills).

This will be monitored for 3 weeks and if there is not a notable impact, this will move to stage 4 support.

- 4) **Step 4** - Coaching Plan: 30 minutes pre scheduled with the parent/carer, class teacher and member of the senior leadership team to discuss an Independent Behaviour Pathway (IBP) - the child will join for the last 10 minutes.

Prior to this session, this will have been discussed with the child, when regulated, to enable the child to communicate support and steps that they think will help them with. Developing the IBP will be done collaboratively with the child, empowering them to take ownership over their IBP.

The IBP will be reviewed every 3-4 weeks, changing and updating targets as needed. Our aim is for these plans to run for no longer than 6 weeks and if there is not a notable impact within this time, this will move to stage 5 support.

- 5) **Step 5** - Bespoke Coaching plan: Team meeting with Class Teacher, Year Leader, SENDCO, other relevant members of the Senior Leadership Team and external professionals as needed. Once available options are known, session with child and parent/carer to plan.

Each stage of the coaching system will be recorded and tracked on a classroom log, with incidents recorded on CPOMS (Child Protection Online Monitoring System). At each of the above stages, due to the level of behaviour or nature of an individual child, the adult, using their professional judgement, may provide additional support, make reasonable adjustments or move to a stage more quickly. On occasions, lunchtime coaching sessions may be used to support the child as opposed to after school (mainly if immediate coaching is needed to address a lunchtime incident or after school coaching cannot be facilitated).

Coaching model explained

Follow-up involves two elements: a) Repair Time and b) Coaching Conversation.

Repair Time is different to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amends that should be made and building the skills of social cognition and empathy Coaching and repair should be carried out as two parts of the follow up - they can however be carried out within the same session if needed.

Repair Time:

This is about supporting the child to recognise the impact of their actions and making amends appropriately (linked explicitly to their actions). Examples include writing an apology letter for saying unkind words, or clearing up if they have thrown things around etc. This will also include **completing school work** that has not been done, which we may ask parents to support being completed at home.

Coaching Conversations: How all adults should follow-up every incident:

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'. Coaching Conversations are a problem-solving technique which focuses on understanding needs, building skills and planning how to do better next time. We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to:

- a) Work out how to meet their needs better next time
- b) Build their Executive Functioning skills
- c) Develop their Emotional Intelligence.

Coaching Conversations support children in all these vital areas.

During a Coaching Conversation, the concerns of the child **and** the adult are explored and ways to meet both are discussed.

The Coaching Conversation structure

Introduce the concern in a way that keeps the child regulated and feeling supported.

Listen to the child – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.

Share your concerns and your point of view using the 'Speak Up for Better' technique (start with evidence and how you are interpreting it, use 'I' rather than 'you').

Problem-solve together – always ask for the child's ideas first; expect the child to work hard at thinking of solutions which are 'Good for Me, Good for You, Good for Everyone'. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.

Use of other adults within school

Staff will always work hard to get children back on track, but there may be occasions, that in the best interest for all parties, a child is to be supported by a different adult, using an appropriate strategy (this will be followed up with the child and parent as necessary). Examples may be where a child continues to be disruptive in class, or is particularly heightened or unsafe.

Break and Lunch times

During break and lunchtimes, the coaching system set out above will continue to apply. Staff on duty during these times, will communicate incidents back to the class teacher either verbally, via a behaviour communication slip, or CPOMS (this will be transferred onto the class log).

Lunchtime coaching sessions

A member of staff, generally a member of the senior leadership team will oversee lunchtime coaching sessions. Children will be supported at these, to talk through incidents that happen at lunch time. This will include for example, physical or high level incidents, disrespectful and unkind behaviours. Parents and carers will be notified of these coaching sessions as needed.

Recognising children's achievements

Our aim is for all children to **build internal motivation**, independence and a clear moral compass which are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to anti-social behaviour.

Adults will support children to recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour through building effective professional relationships and providing positive feedback and praise.

Whilst supporting children to develop this **internal motivation**, the following will also be given in school to recognise children's achievements:

- Postcards
- Messages home
- House Points
- Learning and Community Value certificates

Routines to support our high expectations

Routines and high expectations must be agreed between the children and adults in the classroom at the beginning of each academic year, practiced, consistently maintained and revisited to become established and embedded. The use of the coaching system will address, and ensure that low level disruption is rare as well as supporting higher level incidents.

Our key routines comprise of the following:

- Super-starts
- Active listening and learning
- Terrific transitions
- Epic ends
- Legendary line ups

These are broken down with the children and displayed in the classroom. Children and adults understand why high expectations and these routines are needed: to minimise disruption, maximise effective learning time, and foster a calm, focused environment where everyone can thrive.

Bullying

At Hiltingbury Junior School, every child has the right to feel safe, valued, and respected. Bullying is not tolerated in any form, and we are committed to creating a culture where kindness, empathy and respect are the norm.

Definition of Bullying

Bullying is defined as **repeated, deliberate behaviour** that causes physical, emotional, or social harm. We teach children to remember this through the acronym **STOP** – *Several Times On Purpose*. Bullying can take many forms, including:

- **Emotional** - name-calling, exclusion, intimidation
- **Physical** - hitting, kicking, pushing, or damaging property
- **Verbal** - teasing, threats, or hurtful language
- **Social** - spreading rumours, deliberate exclusion from groups
- **Cyberbullying** - using phones, social media or technology to cause harm
- **Identity-based** - targeting someone for their race, gender, religion, disability or sexuality

Preventing Bullying

We place a strong emphasis on prevention and education. This includes curriculum teaching through PDL, RE, computing and online safety; Anti-Bullying Week and themed assemblies; ongoing work with School Council, Wellbeing Ambassadors, and Cyber Ambassadors; regular opportunities for pupils to raise concerns through Listening Boxes or trusted adults; high expectations for pro-social behaviour supported by coaching and restorative approaches

Responding to Bullying

If bullying is suspected or reported:

- It will be taken seriously and investigated thoroughly by staff
- All incidents are recorded on CPOMS, and appropriate actions taken
- Victims will be listened to, supported and protected from further harm
- Those displaying bullying behaviour will be supported to understand the impact of their actions, and coached towards more positive behaviour
- Parents or carers of all children involved will be informed and involved in any follow-up
- Monitoring and follow-up will take place to ensure the issue has been resolved

Our Approach

Our response to bullying focuses not only on stopping harmful behaviour but also on rebuilding relationships and supporting all children to thrive socially and emotionally. We do this through coaching conversations and repair time; restorative practices that help children understand their actions and make amends. We will also involve external support agencies (e.g., Primary Behaviour Outreach or CAMHS) where necessary.

Prejudicial or Discriminatory Behaviour

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability.

All members of staff are deeply committed to promoting the principles of equality, tolerance and diversity. We encourage our pupils' behaviour to play a highly positive role in creating an environment where difference is valued and nurtured. Under the Equality Act 2010, children and young people in education are protected from discrimination. It is against the law to discriminate against anyone because of:

- Age
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Gender
- Sexual orientation

When members of school staff make a determination that a child either is or is likely to be engaging in abusive or discriminatory behaviour, the school's sanctions and consequences will be applied. Protecting victims from experiencing further discriminatory behaviours will be a priority aim in all circumstances. Incidents regarded by members of staff to be very serious could be reported to the police.

Child-on-child abuse or discriminatory behaviour will not be tolerated. Prejudicial or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be addressed in line with these principles and parents/carers will always be informed if their child has been involved in a

racist incident. All racist incidents will be recorded on CPOMS for both the victim and perpetrator of racist incidents.

The main purposes of the form are:

- To ensure there is a clear focus on supporting the victim and their family;
- To ensure consistency and effectiveness in tackling racism at Hiltingbury Junior School;
- To ensure systematic tracking and analyses of racist incidents;
- To assist in reporting of racist incidents to Hampshire County Council and other appropriate bodies.

Empowering Partnership Between Home and School

At our school, we believe that behaviour support is most effective when rooted in strong, respectful partnerships between families and staff. Parents and carers bring deep knowledge of their children and play a vital role in helping us understand and meet their needs. Working together, we can create a consistent and nurturing approach that supports every child's growth.

To help build this positive collaboration from the start, we invite all families to engage with our Home School Agreement, which reflects our shared commitment to open communication and mutual support:

- Keeping us informed about any challenges their child may be experiencing at home that could affect wellbeing or behaviour
- Letting us know about life events or changes - such as bereavement, medication changes, or shifts in family circumstances - that might influence their child's experience at school
- Recognising that a connected, values-led approach to behaviour relies on ongoing partnership between home and school
- Talking with their child about our shared school values and reinforcing the positive messages we promote together
- Joining us for Parents' Evenings and other school events that celebrate learning and strengthen relationships

Additional Statutory Obligations

Legal Guidance: The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2024)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Explicit roles and responsibilities of the school community

Pupils are expected to:

- Know the school expectations and engage respectfully in discussions about them
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school
- Support other members of the school community in promoting the expectations of good behaviour

Parents and carers are expected to:

- Know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school
- Ensure their child adheres to the school's expectations

Members of Staff in school are expected to:

- Set high standards of professional behaviour, politeness and self-discipline
- Plan to build and foster relationships rooted in mutual respect through 'preparing for best' - connect with and listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance
- Actively support the Behaviour Policy through implementation and discussion with pupils
- Seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy
- Model emotional regulation, coach pupils through challenging moments, and use restorative conversations to repair relationships

Governors are expected to:

Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate; know, support and promote the school's Behaviour policy.

Suspension & Permanent Exclusion

The school will apply suspensions and permanent exclusion only after an extensive range of interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Guidance.

Parents of children suspended from school will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the suspension. If a pupil is suspended for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the suspension going beyond day 5, alternative education provisions will be made by the school.

Following a suspension, in most instances a reintegration meeting will be held with the pupil and relevant staff to which parents are required to attend. During this meeting, the incidents that lead to the suspension will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is only ever used if it has not been possible to secure a Managed Move to an alternative school setting. In the case of vulnerable pupils e.g. for those who are 'Looked After' by the Local Authority or who have complex SEND, permanent exclusion can only be sanctioned as a very last resort. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

Behaviour Outside of School

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school. Once the school becomes aware of incidents involving its pupils whilst travelling to and from school, then it has a legal duty to respond in accordance with this behaviour policy.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

Other Aspects of Behaviour and Discipline

Pupils with Special Education Needs and Disabilities

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Pathway Plan in place. Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND Policy.

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every stage to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We have good communicative relationships with both KS1 feeder schools and local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools.

Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school. These are items that would be deemed unsafe and any other items the Headteacher feels would be detrimental to maintaining high standards of behaviour. These include but are not limited to knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that is illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Mobile phones: The school does allow pupils to bring mobile phones into school if they are to be used to communicate with parents and carers before and after school as a safety precaution. However, phones must be handed to the class teacher at the beginning of the school day, when they will be stored for the remainder of the school day. Pupils are not permitted to use mobile phones in school.

Allegations against Staff

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO).

Intervention and Restraint

If a child's behaviour places themselves or others at risk, trained staff may use reasonable physical restraint as a last resort, in line with government guidance (*Use of Reasonable Force – DfE*). Safety is paramount, and staff should not intervene physically if doing so would place them at significant risk.

The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team. Parents or carers will be contacted promptly.

An incident form must be completed and the incident logged. The Senior Leadership Team will review the situation, ensure appropriate follow-up, and update any relevant behaviour plans or risk assessments.

Relationship with Other School Policies:

This policy should be read in conjunction with the school's Acceptable Use of IT, Attendance, Child Protection, Complaints, Safeguarding, Equality and Supporting Children with Medical Conditions.

This policy will be reviewed annually and will be shared to all staff, parents, pupils and governors on our school website, governor meetings and staff training as needed. It will be available from the school office on request.

Committee Responsible for policy	FGB
Member of School Staff Responsible	Charlotte Hartley
Review Frequency	Annually
This Version Dated	July 2025
Next Review Due	July 2026

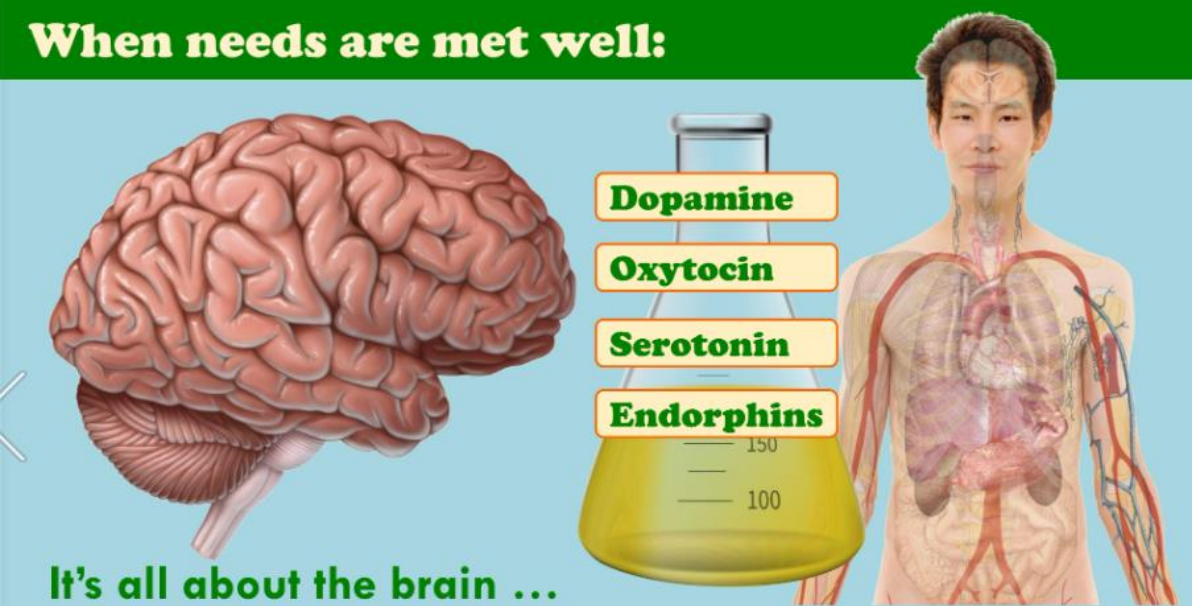
Appendix: example models for teaching children about the brain

5C Needs



Daily Dose Model

When needs are met well:



Dopamine

Oxytocin

Serotonin

Endorphins


150

100

It's all about the brain ...

When our needs are met well, special chemicals are released into our bloodstream. We feel great! We call these 'Feel Good Chemicals'.

So, the good feeling we get when our needs are met well is actually something physically happening in our brain and body.



D	O	S	E
I feel capable & in control	I feel connected	I feel I count and matter	I feel great in my body!
			
<p>The motivator. Flows when we succeed AND keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!'</p>	<p>The trust drug. Flows with a smile, hug or massage - when we feel loved, supported & connected to others. It's the calming drug.</p>	<p>The happy hormone. Flows when we feel important and of value – when we feel we matter, are needed and count.</p>	<p>The pain reliever. Flows when we exercise hard or laugh uncontrollably. Meditation works too. 'The runner's high'.</p>

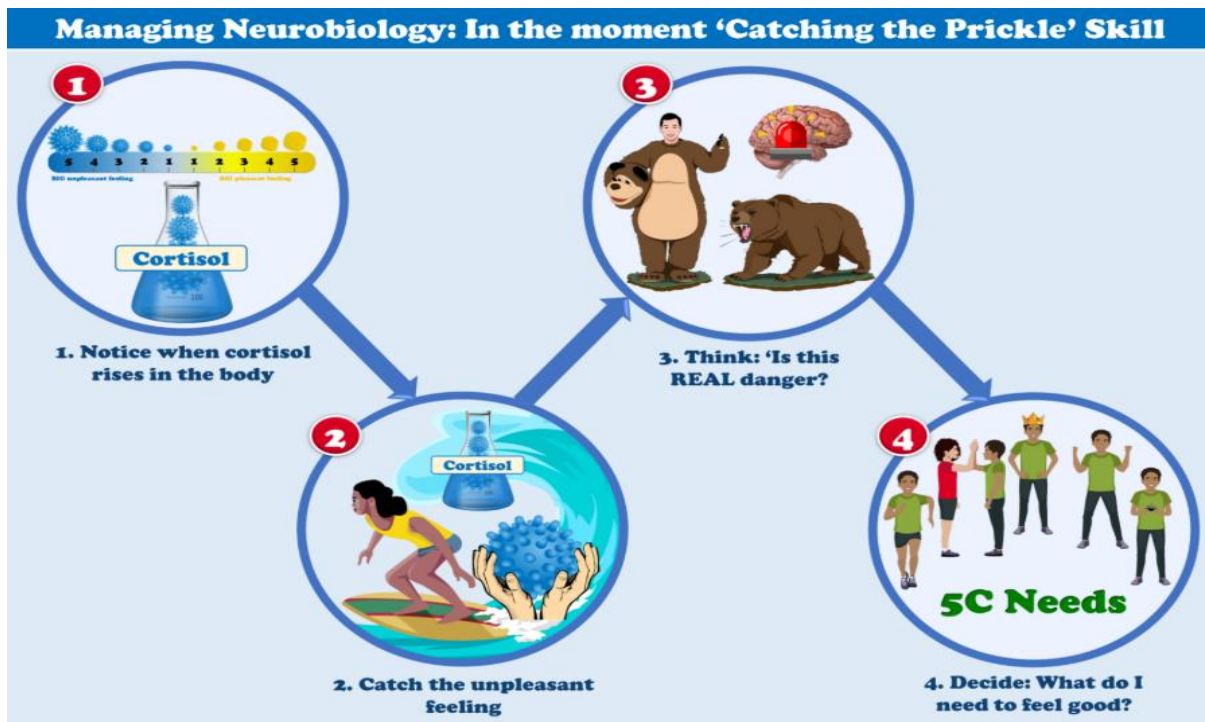
We can get our DOSE in helpful or unhelpful ways

	Helpful	Unhelpful
	<ul style="list-style-type: none"> ▪ Starting a new interest / club ▪ Knowing what you want to get good at ▪ Planning a goal (make it specific) e.g. to be able to get to a certain grade in karate or do a specific number of keepie-uppies 	<ul style="list-style-type: none"> ▪ Trying to win in a way that isn't great for others ▪ Taking other people's stuff ▪ Forcing others to do what you want ▪ Doing things that are unsafe or risky but give a sense of power, control and success
	<ul style="list-style-type: none"> ▪ Finding ways to make new connections e.g. joining a sports, music or interest club ▪ Inviting someone you like to do something you enjoy ▪ Keeping in touch with old friends ▪ Volunteering in the community 	<ul style="list-style-type: none"> ▪ Being in a 'gang' that gets involved in things that aren't good for others ▪ Joining in with teasing or bullying against someone else ▪ Mucking around with friends in a way that isn't good for others e.g. joking around in class
	<ul style="list-style-type: none"> ▪ Entering a competition ▪ Auditioning for a part ▪ Asking for a special job within the home / school/club ▪ Helping at a club for younger children ▪ Volunteering in the community 	<ul style="list-style-type: none"> ▪ Trying to win against someone in a way which makes them feel bad ▪ Boasting about being better than others ▪ Putting others down ▪ Leading and influencing others to do antisocial acts ▪ Anything which helps a person feel like the top dog
	<ul style="list-style-type: none"> ▪ Joining a sports or dance club ▪ Aerobic activities e.g. a vigorous run ▪ Joining a drumming group or band ▪ Watching some comedy ▪ Getting involved in outdoor adventurous activities e.g. indoor rock climbing 	<ul style="list-style-type: none"> ▪ Doing things that are fun but unsafe or risky e.g. trespassing to take part in unsupervised parkour ▪ Exercising so much it causes damage to the body ▪ Self-harm ▪ Getting involved in activities which are exciting but illegal or antisocial







Types of stress

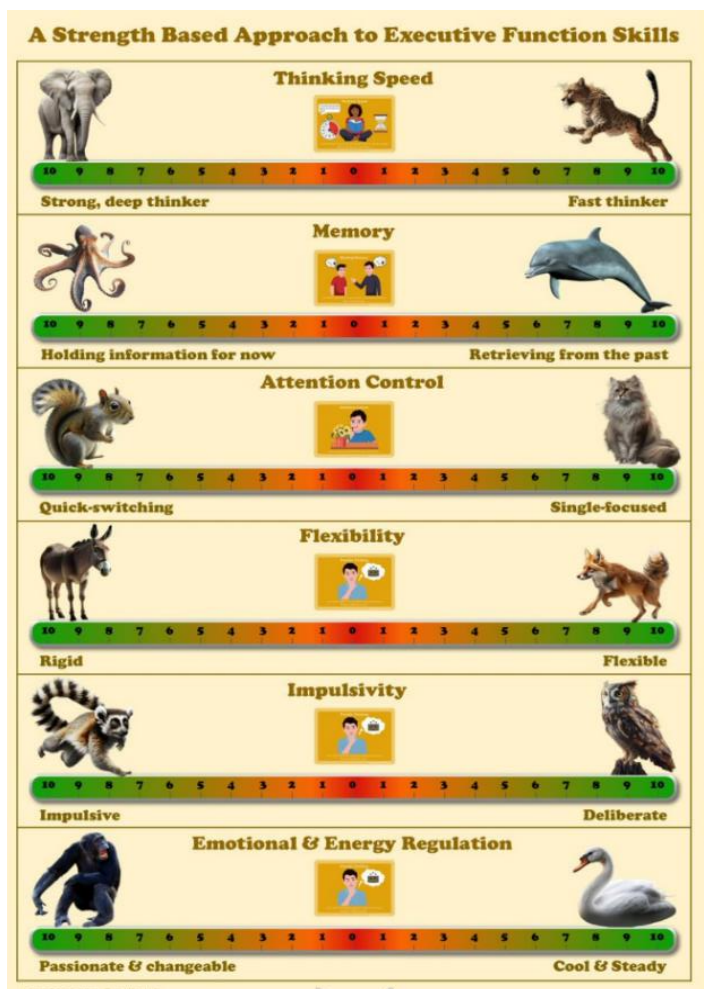
Different Types of Stress		
 <p>Growth Stress</p>	 <p>Tolerable Stress</p>	 <p>Toxic Stress</p>
<p>GROWTH STRESS</p> <ul style="list-style-type: none"> Temporary and only mild increase in stress levels. Temporary increase in heart rate. Body's stress levels return to normal following the event. E.g. an interview; an exam; starting a new club; meeting new people; moving to a new area; a challenging project. Leads to resilience, confidence & good coping skills. 	<p>TOLERABLE STRESS</p> <ul style="list-style-type: none"> Temporary serious stress causing stress hormones to be raised significantly in the body. Tolerable because buffered by supportive, caring adults/friends. E.g. death of a loved one; parental separation; serious illness; an isolated traumatic experience e.g. car crash. Leads to adaptation & recovery. 	<p>TOXIC STRESS</p> <ul style="list-style-type: none"> Serious stress activating the body's stress response. Continuing over a period of time. Not enough protection from connections to act as buffers. E.g. seeing ongoing violence; ongoing abuse, bullying or discrimination; ongoing poverty-related stress; Leads to long-term mental & physical health issues & Executive Function Skill difficulties.

Managing Neurobiology



Executive functioning skills

Executive Function Skills Summary	
	<p>1. Flexible Thinking: Being able to:</p> <ul style="list-style-type: none"> Stop a task you enjoy and start one you need to do Manage newness, unfamiliarity, uncertainty and change Be able to compromise, see different points of view and try out alternative ways of doing things
	<p>2. Attention Control: Being able to:</p> <ul style="list-style-type: none"> Focus attention on the right things (to be prosocial/achieve well) in the task you are involved in Manage distractions – both internal thoughts and external sounds, sights, smells etc. Keep (persist) attention on one thing to finish it
	<p>3. Thinking Speed: Being able to:</p> <ul style="list-style-type: none"> Make sense of the information you hear or see at a speed that means you can keep up React at an appropriate speed – e.g. follow instructions or answer questions quickly enough. Finish tasks in the time given
	<p>4. Working Memory: Being able to:</p> <ul style="list-style-type: none"> Hold several things in your mind at one time Hold information in your head for long enough to use it e.g. listen to and follow an instruction. Carry out all the parts of a task in the right order
	<p>5. Emotional & Energy Regulation: Being able to:</p> <ul style="list-style-type: none"> React at an intensity which matches the size of the issue and in a way that is ok for others Self-soothe and become calm and content at a speed which reflects the size of the issue Change your energy to suit a situation
	<p>6. Inhibition & Impulse Control: Being able to:</p> <ul style="list-style-type: none"> Ignore distracting thoughts Push away unhelpful instincts/urges/desires and shift to safer, healthier and more helpful options Resist impulses to do things that aren't helpful to you or others





Key Messages: Executive Function



- Executive Function Skills are critical to success in and outside of school.
- They do not finish developing until around 25 years of age.
- Executive Function Skills are nearly always the issue when a child is struggling.

1

2

Some neurotypes are naturally weaker in some Executive Function Skills, whilst stronger in other areas of cognition. This is just the way their brain works. Big differences between strengths and difficulties is known as a 'Spiky Profile'.

When a person has weaker Executive Functioning, it is harder for them to hold and process instructions, focus attention, be flexible, manage impulses and regulate emotions - however much they desired and promised to do well.

3

4

Punishing a child for their words or actions that arose due to weak Executive Functioning will not improve their skills. It is likely to exacerbate their problems.

We can help children build their Executive Function Skills through teaching, rehearsal and practice. Some children will also need help in finding scaffolds and strategies to support weaker Executive Functioning.

5