



Hillcross Primary School

Relationships and Behaviour Policy

Mission, Vision and Culture

Think, Nurture, Thrive and Be Proud!

Our bespoke, ambitious and child-led curriculum combined with our outstanding practice creates opportunities for all children to achieve success and meet their full potential, both personally and academically. As a nationally recognised Thinking School and a Rights Respecting Gold School, we nurture an empathetic community of creative, respectful, curious and independent thinkers and provide opportunities for our children to develop their unique talents and skills. We pride ourselves in our dedication to fostering positive wellbeing, celebrating diversity and promoting a culture of environmental awareness and responsibility.

Through our school culture of Collaboration, Consistency, Challenge and Celebration, and by promoting the values of Aspiration, Courage, Honesty, Respect and Responsibility, we empower a resilient school community of compassionate, responsible global citizens, committed to making the world a better place.

Aims and Rationale

It is a primary aim of Hillcross Primary School that every member of the community feels happy, safe and secure, and that each person is valued and treated fairly. Not only does appropriate behaviour underpin effective learning, children need good personal and social skills in order to live fulfilling and rewarding lives as adults. Therefore, it is an important aspect of children's education and development that they learn to behave kindly and respectfully well towards others and towards the community in which they live.

We expect high standards of behaviour from **everyone** within the Hillcross Primary School community. Our expectations are designed for the physical and emotional safety of **everyone**. Our main expectation is that we all show care, consideration and kindness towards each other. Our staff model and teach expected behaviours, and promote positive relationships and a respectful culture. We have a 'behaviour curriculum' that explicitly teaches pupils what good behaviour looks like, tailored to age and inclusive of pupils with SEND.

We treat all children fairly and apply this behaviour policy in a consistent way, regardless of race, gender, age or ability (or any of the other protected characteristics). Because we are an inclusive school, and endeavour to meet the needs of all children (including those with emotional and behavioural difficulties), we will always make reasonable adjustments to support individual pupils' additional needs with the aim of reducing the likelihood of high-risk behaviours.

This policy reflects the Department for Education's (DfE) statutory guidance on behaviour, which sets out clear expectations for maintaining a safe, respectful, and productive learning environment and complies with legal duties under the Equality Act 2010 and the Children and Families Act 2014.

This policy is designed to promote a culture where people behave well and it also contains our procedures with regard to pupils' persistent or extreme negative behaviour, including our policy on the use of restrictive interventions, suspension and exclusion and how pupils are supported to prevent recurrence.

Serious issues such as bullying, discrimination, aggression, and online misbehaviour must be addressed, and staff must be equipped to respond to incidents of sexual harassment, violence, or suspected criminal behaviour.



Hillcross Primary School

Related policies include:

- Safeguarding and Child Protection,
- Anti-bullying,
- SEND,
- Emotional Wellbeing and Mental Health
- Attendance,
- Online Safety
- Managing Sexualised Behaviour Procedures and Exclusions and Suspension.

Values

We are a caring community, whose values are built on mutual trust and respect for all. Therefore, the primary aim of this behaviour policy is not a system to enforce rules (behaviourist approaches to managing behaviour can be re-traumatising and do not support learning about how to identify, express and regulate emotions in the longer term) but a means of promoting good relationships and helping us to develop into responsible citizens/adults, so that people can work together with the common purpose of helping everyone to learn.

The key principles of a trauma-informed and relationship-based approach are:

- Humans are hardwired to connect and to seek support in their social surroundings and relationships.
- Relationships are the central tenets through which to influence, shape and build wellbeing.
- All children wish to, and have the right to, belong, achieve and contribute to their school community.
- Children need nurture and empathetic relationships alongside containment and structure to feel safe.
- All behaviours are understood to be a form of communication. A curious approach to understanding behaviour is essential. Children must be understood and met in a compassionate and informed way, rather than seeking to manage and contain the behaviours alone.
- Approaches must be consistently applied across the school community but tailored individually to meet the specific needs and circumstances of each pupil, ensuring that support is both equitable and personalised.

Children at Hillcross will never be shamed. Staff understand that shame can trigger internal judgement and is associated with feelings of worthlessness and negativity. It can create lasting damage to children's self-esteem and self-worth, impacting their sense of self.

What is a Relationship-Based Approach?

Relationship-based approaches are universal practices that value the essential nature of relationships in enabling individuals to develop, learn, adapt and thrive. Relational practice shapes all levels of a school setting, including ethos, policy, procedures and everyday interactions. It provides the power and the practical tools for schools to adapt to the emotional and developmental needs of all children, including those who are most in need. We understand the long-term importance of connectedness and positive, safe relationships in supporting emotional, social, and academic outcomes for our children.

Relationships and interactions are a vehicle through which we can:

- Build a sense of security, belonging and connection.
- Develop openness to trust.
- Teach and embed skills to manage and regulate difficult emotions.
- Develop empathy through an awareness of our own emotional needs and perspective, and that of others.
- Resolve conflict through repair and restoration.

It is helpful to consider that relational practice aims to offer high levels of support and nurture combined with limit setting. In Ted Wachtel's social discipline window, relational practice sits firmly in the "with" window. By working



Hillcross Primary School

with children and young people we are encouraging co-operation over coercion which encourages accountability for when things go wrong.

Social Discipline Window

Ted Wachtel, International Institute for Restorative Practices

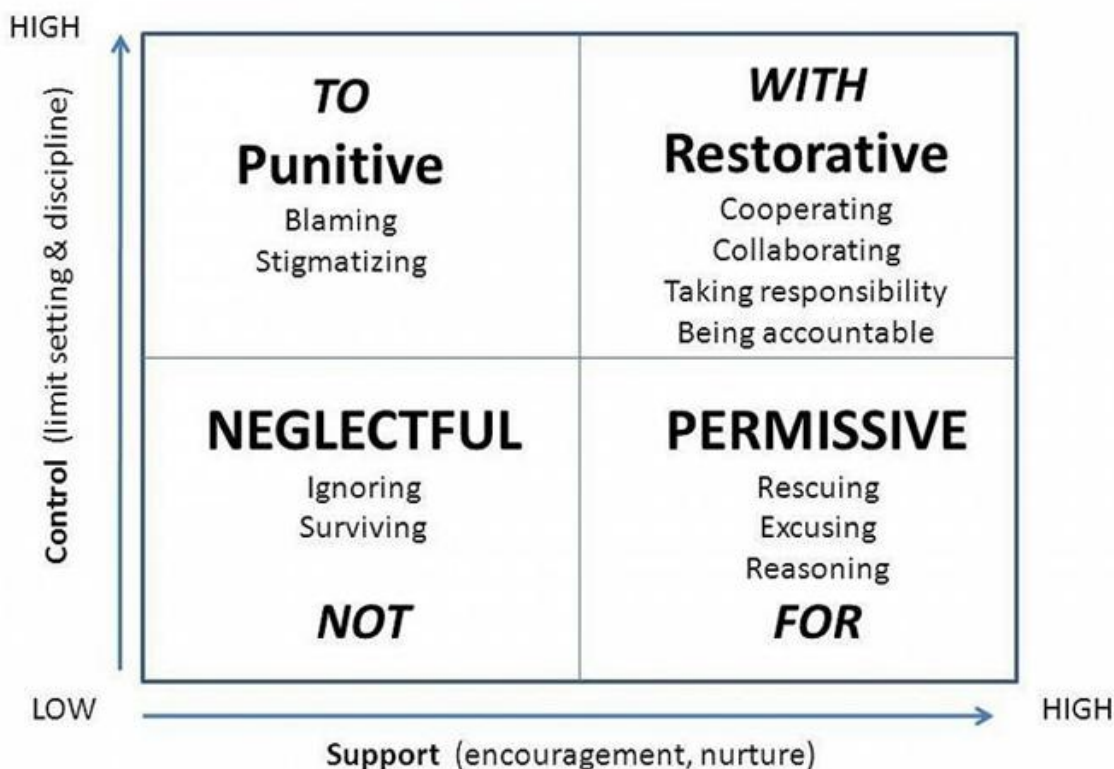


Figure 1. Social Discipline Window (Wachtel, 2009).

Healthy relationships are characterised by protection, care, consistency and trust. These relationships take time and conscious effort to build, especially with pupils who may not have experienced emotional safety previously. Staff must model relational repair, demonstrate emotional atonement, and work to maintain healthy boundaries with warmth and clarity. Staff should always assume that relationships may need to be *built, maintained, and occasionally repaired*.

We actively foster **a sense of belonging and connection for all pupils**, especially those who are marginalised or at risk. This involves understanding and valuing the intersecting identities of each child (including protected characteristics) while acknowledging that each family and child's experiences are unique. **Approaches must be consistently applied across the school community but tailored individually to meet the specific needs and circumstances of each pupil, ensuring that support is both equitable and personalised.**

Pupil Voice

Meaningful relationships include active and empathic listening. Pupils must be encouraged to share their voice using their preferred method of communication. This empowers pupils and strengthens their sense of agency. It also builds the trust required to address behaviour when needed. Feedback from pupils also helps to foster an environment in which they feel seen and heard. Questions that you ask pupils on a regular basis, such as, "What would make you feel safer?" can encourage an open dialogue, and ultimately strengthen relationships within the



Hillcross Primary School

school community. When pupils are involved in shaping their relational experience, they are more likely to invest in the school community and internalise expectations.

In our school, children are involved in establishing and managing rules and routines in the classroom (see class charter below), as well as influencing the learning and play environments, as this enables them to have ownership of these which encourages them to be respectful.

All staff, including the Senior Leadership Team, are highly visible and make themselves available for children. Pupil Teams and Committees, such as the Junior Leadership Team and the Equalities Committee influence decisions at a strategic level which includes reviewing this behaviour policy.

Relationships are not static. They grow, adapt, and change in response to children's needs and experiences. Adults must reflect regularly on their relational practice and remain open to learning and adjusting their approach. Some relationships will be more complex, but with the right support and guidance, they can become the most transformative.

Touch and Relationships

The DfE guidance on Restrictive interventions, including the use of reasonable force, in schools, April 2026 states that:

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- *to give first aid*
- *to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to selfregulate*
- *to comfort a distressed pupil*
- *to congratulate or praise a pupil, for example a pat on the back or a handshake*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- *the school's child protection (or any other relevant) policy*
- *the applicable circumstances, such as whether there are other adults present*
- *the individual pupil's age*
- *any other material factors, including but not limited to whether:*
 - *the pupil has SEND or other vulnerabilities*
 - *any alternative strategies that do not include physical contact can be used*

Furthermore, we recognise that appropriate touch is an important aspect of healthy relationships. Children learn who they are and how the world is by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development including their emotional health and wellbeing.



Hillcross Primary School

Some of our children who require emotional support at school may have experienced trauma or distress and some may not have had a positive start in life. It is with this in mind that our staff seek to respond to children's developmental needs by using appropriate safe touch. Research has shown the importance of safe touch as a positive contribution to brain development, mental health and the development of social skills.

Children need affection to remind them that someone cares. Our staff will only make physical contact with children in order to meet their physical, developmental, emotional or safety needs. When a child needs affection, reassurance or comfort, it is appropriate to respond in a manner suitable for that child's developmental stage and needs. Staff will always seek consent from the child (this can be verbal or non-verbal). Staff must ensure that their actions do not make them vulnerable to misinterpretation and must always be aware of gender, cultural and individual factors that may play a part when considering appropriate touch. Always consider the best interest of the child.

Ethos

Our strong school ethos prioritises kindness, connection, belonging and inclusion which lays the groundwork for effective behaviour support. This includes valuing all family structures, affirming diverse identities, and recognising that home- school relationships may differ. An inclusive culture celebrates uniqueness, encourages curiosity and enables children and adults to feel seen, heard, and valued.

A child who feels confident as a learner, will engage more enthusiastically in the challenges of learning and make the best behaviour choices. We ensure children have access to an exciting, broad and balanced curriculum that is linked to their interests and experiences. Quality First Teaching, relevant learning experiences that are carefully matched to the varying needs of every child and the use of a range of strategies to support and challenge each child's development promote positive choices ongoing. A focused learning atmosphere that reduces the opportunity for inappropriate behaviour is created in a range of ways. There are explicit and consistent routines both in and out of class for children to follow; these encourage independence and consistency across the school.

We are a Gold Rights Respecting School and this approach links closely to **Article 28** (Right to Education) of The **United Nations Convention on the Rights of the Child** (UNCRC), which states: 'Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. **Discipline in schools must respect children's dignity and their rights.** Richer countries must help poorer countries achieve this. You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.'

Understanding Behaviour in Context

Relationships flourish when staff, children and parents recognise that behaviour reflects underlying emotional needs and developmental experiences. Children who have experienced adversity, trauma, or disrupted attachments may respond to relational cues differently. Adults need to approach behaviour through a lens of understanding rather than judgement, seeing every interaction as an opportunity for connection and co-regulation.

Behaviour incidents are seen as teachable moments, not just breaches to be punished. By centering relationships in our behaviour response, we have created a school culture where children feel seen, heard, valued, and are more likely to take responsibility for their actions in meaningful ways. Behaviour is an outward expression of inward emotions therefore, if adults just work to correct the behaviours we see, we will miss a great deal of the problem. By looking beneath the 'iceberg', we begin to understand the true nature of the child, their triggers and the possible solutions that will help the child to better cope with the stressful situation.

Shared Responsibility - A Whole School Approach



Hillcross Primary School

At Hillcross relationship-building is a whole- school commitment. Staff, parents and children must be aligned in their use of relational practices, such as:

- Unconditional Positive Regard
- Principles of atonement
- Restorative Circles and Check-Ins
- Curiosity and Empathy
- Rational Detachment and Non-judgement
- A focus on repair, not just consequence

Everyone has a responsibility to ensure that:

- They show respect, courtesy, kindness and consideration towards all members of the school community
- They are honest and co-operative with others in order to build positive relationships
- Everyone is praised for positive behaviour choices and success is celebrated (Habits of Mind (HOMs) being one of the key strategies employed to do so)
- They follow and apply the rules and procedures of the school consistently within agreed boundaries.

Consistency in Practice is crucial

- **Consistent expectations:** School Expectations and Team Charter (see below)
- **Consistent language; consistent response:** this helps children understand where they stand and feel secure in knowing what will happen next.
- **Consistent Follow Up:** check in on the wellbeing of all involved and monitor appropriate changes in behaviour have taken place

School Rules/Code of Behaviour

- Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, the International Rights and Responsibilities of children (Rights Respecting School) and the views of our school community.
- These are clearly displayed in the classrooms and around the school in written and visual formats.
- References are routinely made to these and their underlying purposes, as part of lessons and all other aspects of school life, such as during collective worship, when partaking in inter house and school competitions etc. to reinforce it.

Our rules/code of behaviour states that:

1. We ALL have the RIGHT to learn

and it is our responsibility to behave in a way that allows others to do so too.

2. We ALL have the RIGHT to be respected

and it is our responsibility to treat everyone fairly and with compassion.

3. We ALL have the RIGHT to feel safe

and it is our responsibility to make sure our actions keep ourselves and others safe.

[Click here](#) for the poster of school rules that is displayed in every classroom and around the school.

All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider community and their property.

Team Charter



Hillcross Primary School

At the beginning of each school year a **Team Charter** is created, and based around the whole school expectations and UN Conventions of the Rights of the Child. It highlights the expectations and responsibilities of the children (as rights holders) and those of the adults (as duty bearers). These expectations (rules) are created and agreed by the children, class teacher and support staff. They are clearly displayed in the classroom near to the main whole class teaching area, signed and understood by all. These expectations are reviewed at the beginning of each new term, week and sometimes session, where appropriate, so the children are aware of their importance and the expectations are frequently reaffirmed with the children.

All staff consistently promote high expectations of the children, and each other. We take the time to ensure that all children understand the school's expectations and collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

Safety is of paramount importance, and additional more specific rules relating to key areas such as the playground, the gym and the dinner hall are shared with children as appropriate.

Collaboration with Families

Our school requests that parents and carers enter into a **Home-School Agreement** with the school, agreeing to work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

The Behaviour Curriculum - Supporting Positive Behaviour Choices

We recognise that primary school is a place where children learn how to 'be' in wider society away from their own home. In addition to the academic curriculum, children are learning:

- how to recognise and regulate their own emotions
- how to recognise and respond appropriately to other people's emotions
- how to socialise and interact appropriately with other people

There are also some explicit elements to our curriculum and school provision that support and promote positive behaviour:

PSHE Curriculum - this curriculum subject reinforces the following themes across all year groups throughout the year: relationships, health and wellbeing, and living in the wider world. This programme of study supports teachers in planning high quality, regular PSHE lessons which addresses positive and negative behaviours, as well as the objectives linked to the statutory documents: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Supporting Positive Emotional Wellbeing and Mental Health - our whole school approach to **Nurturing Positive Attachments**, our **Emotional Intelligence Programme** and our commitment to supporting the mental health and wellbeing of everyone produces a wide range of educational and social benefits for our children, including improved behaviour, increased inclusion, improved learning, greater social cohesion and improvements to mental health.

Habits of Mind – the use of Habits of Mind (HOMs), one of our thinking tools, is a proactive way to teach children the behaviours they need to learn effectively in the group setting of the classroom, and beyond. This set of 17 (*we have introduced one of our own**) problem solving, life-related skills developed by Art Costa to promote positive mind sets and learning habits. Once they have developed their understanding and application of the Habits of Mind, children are better able to successfully face uncertain or challenging situations, both in and out of the classroom.



Hillcross Primary School

Please see **appendix 1** for an overview of these Habits. The use of this tool is supported by the findings in the Education Endowment Foundation (EEF) 'Improving Behaviour in Schools Report' 2019 which says that explicitly teaching learning behaviours will reduce the need to manage misbehaviour.

**In response to increasing international uncertainty and societal challenges that impact on our children, staff and families, we introduced a 17th HOM which is resilience. This teaches children how to recover quickly from challenges and difficulties. It encourages them to try new things, and emphasises the growth and learning opportunities they are presented with when they fail or make a mistake. When children feel like the outcome won't affect them negatively, they are more likely to try new and more challenging things. Being able to learn from mistakes and challenges in a place where they feel supported and encouraged will build their confidence, self-belief and resilience.*

Philosophy for Children (P4C) - is a collaborative approach to discussion and enquiry. Through questions which are open-ended and rigorous, it offers learners the opportunity to develop their thinking skills through exploratory talk and careful use of reasoning. P4C develops skills of collaboration and the understanding of other views and opinions and dealing with these respectfully. This also allows for them to develop positive attitudes and dispositions which are necessary for both higher level thinking and behaviour. It promotes the 4 C's of being: Creative, Collaborative, Critical and Caring.

Responding to Positive Behaviour - Intrinsic Rewards

It is vital to recognise achievement – both behavioural and academic. At Hillcross, we celebrate good work, behaviour and attitudes, as well as an individual's effort. We encourage all children to do their best and recognise each child's achievements through positive praise, and their collaborative efforts through shared rewards. Although we understand, accept and sometimes use tangible rewards, it is our intention to make children independently able to manage their own behaviour and take responsibility for their actions without external motivation. The ultimate aim is for our children to have self-discipline and a good moral understanding of how their behaviour (positive or negative) impacts on those around them so they do the right thing because it is the right thing to do.

The Education Endowment Foundation (EEF) 'Improving Behaviour in Schools Report' 2019 says: '*teachers can use tangible techniques such as rewards and sanctions, or less tangible strategies such as praise and criticism, to improve motivation, behaviour, and learning. However, it is intrinsic motivation, or self-motivation, that is crucial to improving resilience, achieving goals, and ultimately is the key determiner to success. Children who are intrinsically motivated achieve better and are less likely to misbehave.*'

The report recommends that teachers should encourage children to be self-reflective of their own behaviours. Its findings suggest that, in the main, reward systems are designed to improve poor pupil behaviour and that, although they can be motivating for some children, for many it detracts from the development of their personal learning behaviours and diminishes intrinsic motivation.

A research review published on the My Chartered College research hub found that '*when we offer someone a reward for doing something, their inner motivation is hijacked. If we offer rewards for learning, learning becomes framed as something children do in order to get the reward, rather than worth doing on its own merits.*'

It goes on to say that '*extrinsic motivators may have negative long-term effects as they interfere with students' capacity for self-regulation and the internalisation of values (Joussemet et al., 2004).*' It later says '*Developmental researchers argue that the goal of socialisation should be self-regulation, not mere compliance with external regulators (Joussemet et al., 2004). In other words, we want children to share because sharing is good, not because they think they can get a sticker out of it.*'



Hillcross Primary School

Teaching Learning Behaviours and Praise

Habits of Mind (HOMs) are the basis we use for teaching learning behaviours to the children and for the specific praise we give them. All children will receive praise as often as possible. This may be non-verbal e.g. thumbs up, verbal or written praise and this may be individual or relate to a group. HOMs are used to give meaningful praise in relation to all aspects of school life including school work, behaviour and attitude, home learning tasks, sporting events etc. Specific praise is given so that it promotes and encourages positive behaviour and so that children know exactly what they are being praised for. For example, "You have demonstrated the habits of persistence and resilience during this lesson because you have managed to complete the task, and kept trying even though you made a few mistakes and needed support. Despite getting frustrated at times, you didn't give up." Habits of Mind are linked to our school values wherever possible, and all 17 are taught and explored explicitly throughout the school year during Collective Worship and PSHE lessons, with meaningful links made across the curriculum.

Sharing good news

Where children have achieved specific success either in or out of school, this may be shared with other members of the school community. This may be with their team, their year group/phase, whole school, via Instagram, a specific adult in school or a senior leader.

Celebrating Exceptional Achievements

In exceptional circumstances, achievements related to positive behaviour choices will be shared with the school community via the school newsletter, website or in collective worship where a child, group or class is singled out as role models. For example: a child/ group being awarded the REFSPECT award at a school competition or recognition from a member of the community for an act which displays our school values.

The House Point System

The house system operates consistently throughout the school and is designed to promote collaboration and collective achievement amongst staff, parents and children of all ages. It also allows for a healthy measure of good hearted competition.

- Children and staff are allocated to one of four houses as part of the admissions/induction process.
- The Headteacher and non-class based Senior Leaders are not allocated to a house in order to ensure impartiality.
- Each house earns points via collective achievement such as best attendance or sports day performance.
- Additional opportunities to earn house points are provided across the year such as an Easter Egg Hunt, staff competitions, completion of the parent questionnaires and donations such as jam jars for the summer fair, clothes collections for charities etc.
- Points are tallied and displayed in school and on the homepage of the website. Any prizes awarded to houses will have no explicit value e.g. extra playtime.

Whole Class/Group Intervention reward system

(only to be used if agreed with Headteacher/SEND/CO/PSHE Leader)

Team rewards may be necessary to support adults (although we are working towards removing all extrinsic rewards) to promote collaboration and help children to understand the concept of collective responsibility. Such systems could be used to promote positive behaviours during the school day such as: lining up and moving around the school silently, ensuring transitions between lessons are smooth and quick or getting ready to go home at the end of the day. This should support whole class initiatives and encourage team work. An agreed behavioural target will be set (this is most effective if children identify these themselves). This can be promoted in different ways, for example, beads in a jar or a point system. E.g. Once **25** marbles (or equivalent) have been collected, the class earns a group reward. **The group reward should have no specific value and not last for more than 10 minutes** e.g. extra playtime, watching a section of a movie, extra ICT time or team building games. **Extrinsic, tangible rewards should**



Hillcross Primary School

not be given. Please remember the marbles (or alternative depending upon the system employed) should never be taken out of the jar. If the children do not meet the target, they simply don't earn the reward.

If there are circumstances where a member of staff feels a bespoke reward system is needed to encourage on-task behaviour, this will be raised with the Headteacher (Team systems) or the SENDCO (intervention groups) or PSHE Lead before implementation.

Where a bespoke system has been agreed, the lead adult will ensure that all children and adults understand the expectations and which behaviours earn rewards. It should be clear to follow for someone who has not worked in the team or supported the group previously. Once habits have been formed, and the children are consistently doing what is expected, it might no longer be necessary to use this approach. Children will then revert to being individually praised for their positive behaviour choices. If however there are other areas for development, this can then be targeted in a similar way.

At Hillcross we do not allow class systems where children are identified as behaving positively or negatively e.g. names under a happy or sad face; or systems where children move from a neutral starting point into positive or negative positions.

Extrinsic, tangible rewards

These should not be given unless in exceptional circumstances and agreed in advance with the Headteacher.

Early Years Foundation Stage

Due to the age and stage of development of the Nursery and Reception children, the Foundation Stage operates an extrinsic reward system that promotes positive learning behaviours called 'You Can Do It!'. This system is based on four keys to success: *Persistence, Confidence, Getting Along* and *Organisation*. The language of Habits of Mind, and the school values are linked to these keys wherever possible. Extrinsic rewards are much more effective with younger children because many of them have not yet developed their skills of self-regulation. However, the focus of the system is on the discussion about why a token has been awarded, i.e. the successful learning behaviour, rather than the reward itself.

Rewards
1. Non-verbal praise (e.g. thumbs up)
2. Verbal Praise/Positive Words linked to a You Can Do It key, a school value and/or the Team charter.
3. 'You Can Do It!' Token to be added next to the reward chart linked to the relevant key.
3a. Cumulative You Can Do It tokens to be rewarded as follows: • 10 tokens = badge given in collective worship • 10 tokens in every area = medal • 20 tokens = certificate given in collective worship • 20 tokens in every area = Celebration party with a member of SLT • 30 tokens in one area = wristband • 30 tokens in all areas = 'You Can Do It!' bear

Note: A child cannot lose a reward once it has been awarded.



Hillcross Primary School

Consistency

Consistency is key and all adults and children must follow the agreed reward system and not deviate from it.

Reasonable Adjustments

If a child, or group of children would benefit from frequent/daily rewards, a bespoke behaviour system such as 'Learning Agreements' and/ or Class/ Phase/SLT Check-Ins will be introduced.

Developing A shared understanding of Negative/Distressed Behaviours

A common cause of behavioural difficulties – Limited Self-Esteem

Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour/celebrating achievements by giving pupils time, approval and attention is likely to have a positive influence on their development within and beyond their school years.

A shared understanding of the types of behaviour that can cause harm, and the potential severity of them, is crucial to ensuring fair and consistent responses. The children and staff at Hillcross have identified the following



Hillcross Primary School

behaviours and grouped them according to the potential harm they could cause. This is not exhaustive but provides a framework to make a robust judgement about where behaviours not listed here are most likely to fit.



Responding to, and Calming, Negative or Distressed Behaviour (including Consequences)

At Hillcross we base our response to negative or distressed behaviour on the following principles:

1. **A relationship-based approach to behaviour is crucial to understanding and responding to distressed behaviour.** When we build relationships with pupils, we have the foundation to address challenges when they arise.
2. **All behaviours, including distressed ones, are forms of communication.** Understanding the underlying needs and causes of behaviour is crucial for effective intervention.
3. **Unconditional Positive Regard (UPR).** Treating individuals with unconditional positive regard means accepting and respecting them without judgment, regardless of their behaviour, to create a supportive and non-judgmental environment that can help individuals feel valued and understood.



Hillcross Primary School

4. **Building a connection with individuals before attempting to correct their behaviour.** This approach ensures that interventions are grounded in trust and understanding, making them more effective. Every interaction, no matter how small, can be an intervention.
5. **Maintaining rational detachment** is key to managing a situation effectively. This means staying calm and objective, not taking the behaviour personally, and focusing on the best response to the situation. This is sometimes easier said than done, and we need to recognize when we are not the best person to be dealing with a tricky situation. Having a team approach is here so that staff members can recognize in themselves and in others when a change of adult is beneficial.

For the majority of children, a gentle reminder or praising the behaviour you wish to see is all that is needed. If low-level behaviours continue the following steps are taken:

- **A Specific Verbal Reminder** of expected behaviour is made firmly but fairly. Wherever possible this is given to the child privately.
- **A Clear Verbal Warning** is delivered privately to the child reminding them of the possible consequences if they continue, including the impact their behaviour is having on others. It is important they are reminded of their previous good behaviour too.
- **A Boundary Reset** is provided for the child if necessary. This involves engaging them in an activity that can help them express, manage their feelings and/or reflect on their behaviour before getting overwhelmed. This could be a brain break, 'running an errand', using the 'bounce back zone' etc. This can be with or without an adult as appropriate.

However, all children at some point may need additional support from regulated adults to manage their emotions. The strategies below are evidence-based approaches that can be utilised by all staff to respond to and calm distressed behaviours, both in and outside of the classroom.

De-escalation Techniques: Use calm, reassuring communication to de-escalate situations.	A. Active Listening: Pay close attention to what the individual is saying without interrupting. Show that you understand their feelings and concerns. B. Validating Feelings: Acknowledge the individual's emotions and let them know that their feelings are valid and understood. Approaches such as Emotion Coaching (see below) can be a helpful way of doing this that give staff clear scripts that they can use when children are distressed or upset. C. Offering Choices: Empower individuals by giving them options to choose from, which can help them feel more in control D. Removing Stimuli that may be causing distress E. Changing body language, facial expressions, and/or tone of voice F. Distracting the child in something that interests them or introduce objects/activities to redirect their attention
Structured Environment: Create a predictable and structured environment to reduce anxiety and promote a sense of safety	A. Clear Routines: Establish and maintain consistent daily routines to provide stability. B. Defined Expectations: Clearly communicate expectations and rules to help individuals understand what is expected of them
Positive Reinforcement: Reinforce positive behaviours through commentary, praise and	A. Immediate commentary / Praise: This provides immediate positive feedback when the individual exhibits desired behaviour. Some pupils respond better to adult commentary: "I can see you are



Hillcross Primary School

rewards. Not all pupils will respond in the same way to adult attention and approval. It is important that adults have a range of approaches that can be adapted for individuals as needed. This encourages individuals to engage in desired behaviours and reduces the occurrence of distressed behaviour.	trying really hard to concentrate and get your work completed”, “I can see you are trying hard to manage this situation”. B. Reward Systems: Implement reward systems that recognize and incentivize positive behaviour. For some pupils this will need to be individualised and based on the young person’s preferences and interests. Adults by getting to know pupils can adapt and use rewards appropriately.
Collaborative Problem- Solving: Involve individuals in identifying solutions to their distress. Collaborative approaches foster a sense of control and ownership over their behaviour	A. Joint Decision-Making: Work together with the individual to find solutions to their problems. E.g. involve individuals in discussion after an incident to think about what helps them and what doesn’t help them at a time of distress. B. Empowerment: Encourage individuals to take an active role in managing their behaviour and finding ways to cope with distress, these include opportunities to practice using coping strategies when they are calm.

All staff at Hillcross have had training in Nurture/Trauma Informed Approaches such as Emotion Coaching.



- Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only CYP but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

Emotion coaching in practice

Step 1: Recognising and Labelling the Emotion

"I can see that you're really upset right now. Your tears tell me that something is bothering you."

Step 2: Validating and Empathising

"It's okay to feel sad. Sometimes things happen that make us feel this way, and that's completely normal"

"I'm here for you. You're not alone, and we can figure this out together."

Step 3: Setting Limits (if necessary)

"It's okay to cry, but I wonder if you want to go somewhere quieter, let's go to the sensory room where you can have some space".

Step 4: Problem-Solving Together

"Let's see if we can come up with a plan for you going back to class, now you are feeling a bit better. How about I walk with you and come into class with you?"

Logical and Natural Consequences



Hillcross Primary School

Children and staff understand that whilst we will always address inappropriate behaviour, using logical and natural consequences which help children to understand and empathise in an age-appropriate manner. Natural and logical consequences are part of our relational and restorative approach to behaviour. These consequences are designed to help children make connections between their actions and the outcomes, promoting responsibility and personal growth without shame or punishment.

This does not mean having no expectations, routines or structure. In order to help children feel safe, their learning environment needs to prioritise both nurture and structure. Children require predictable routines, expectations and responses to behaviour.

Natural and logical consequences:

- Promote empathy by encouraging students to consider how their actions affect others.
- Help avoid power struggles and punitive responses.
- Support students in developing self-regulation and problem-solving skills.

Natural consequences are outcomes that happen without adult intervention and are directly linked to a student's choices or behaviour.

Examples:

- A student who refuses to wear a coat at break time may feel cold.
- A student who forgets their homework may not be able to participate fully in class discussion.

These consequences help students learn through experience, encouraging independence and responsibility. Staff support students to reflect on what happened and what they might do differently next time.

Logical consequences are imposed by adults and are directly connected to the behaviour, with the goal of helping the student repair harm and make better choices. For a consequence to be logical, it should be:

- Related: Clearly connected to the behaviour.
- Respectful: Delivered with empathy and dignity, not blame or shame.
- Reasonable: Proportionate and age appropriate.

Examples:

- A student who damages school property helps to repair or clean it (with supervision).
- A student who was unkind to a peer participates in a restorative conversation and agrees on a way to rebuild trust.
- A student who disrupts learning may spend time outside of the class reflecting and planning how to re-engage positively.

All consequences should be viewed as teachable moments that build relationships rather than damage them.

How to decide upon a consequence (investigating an incident)

We recognise the importance of a consistent, clear and fair approach to responding to negative or distressed behaviour. The following guidelines are for all staff and decisions made should take account of the five principles outlined above.

- The views and opinions of everyone involved should be collected so that a true reflection of an incident can be gained. Every party should be (and feel) listened to, given the chance to provide their explanation of what happened.
 - Enter into the investigation free from judgement and ensure you are kind throughout so that all children feel valued and understood (UPR).



Hillcross Primary School

- Stay calm and do not take behaviour personally - be flexible when considering what is the best response to each situation.
 - Remember you may not be the best person to deal with the situation.
- Build connections - use children's names, acknowledge their feelings, thank them for engaging etc.
- Look for underlying needs, causes and messages - behaviour is a form of communication.
- Before making a final judgement, it may be necessary to speak to people again to share, check and corroborate information.
- When establishing the facts in relation to a behaviour incident, where the investigation makes it difficult to establish what has taken place, the adult investigating the matter will refer to a member of SLT who will consider if the civil standard of proof is applicable i.e. on the balance of probabilities it is more likely than not that a fact is true, or if there is insufficient evidence to reach a conclusion.
- The need for a consequence and the consequence given, if appropriate, should be agreed with the adults **and** children directly involved. SLT can be consulted for guidance and advice or if consensus cannot be reached.
- Discussions and investigations into instances where children have not followed the school rules, will usually **take place during the children's own time** (such as playtime and lunchtime) in order to minimise disruption to learning.
- Investigations can be carried out by any member of staff. SLT should then be informed of the outcome of the initial investigation (with the relevant forms filled in or incidents recorded on Bromcom as appropriate) and will provide appropriate support as necessary.
- If there is a very serious incident, including any kind of racism, homophobia or bullying (whether or not this was intentionally racist or homophobic) an Assistant Headteacher or the Headteacher should be informed immediately.
- Reports of bullying must be dealt with in accordance with the Anti-Bullying Policy as well as this policy.
- The investigation process and outcome should be recorded and/or reported (see below).

Each child will make a fresh start daily. If behaviour has been persistent or extreme, further investigation or discussion may be required on future dates, but this will focus on the facts of that incident. It should also be noted that if a consequence has been agreed, this may have to happen at a future date depending upon the nature of it and/or the needs of the child.

Top Tips

1. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
2. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
3. Know what consequences you can use, but try to avoid using them – especially if a quiet word or reminder will do.
4. Ensure consequences are natural and logical.
5. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
6. Avoid addressing behaviour concerns in public.

Repairing and Restoring Relationships

At the heart of a relational behaviour policy is the belief that strong, respectful relationships are the foundation for a safe and positive school environment. We recognise that conflict and harm are inevitable parts of any community, and we are committed to responding to these in ways that restore trust, promote accountability, and support long-term behaviour change. When things go wrong, as they sometimes do, we apply a restorative approach where the aim is to repair and improve relationships and thus behaviour. This creates a culture in which children are able to take responsibility for their behaviour.



Hillcross Primary School

What Repairing Harm Looks Like in our School

Repairing harm at Hillcross means actively addressing the impact of behaviour on others, rather than simply punishing the behaviour itself. In line with a relationship-based approach, the focus should be on:

- **Acknowledging impact:** Helping children recognise how their actions affect others, including peers, staff, and the wider school community.
- **Taking responsibility:** Encouraging personal accountability in a supportive, non-shaming environment.
- **Making amends:** Providing opportunities for children to repair the relational or emotional harm caused, such as (although not always) through apologies, acts of kindness, or restorative tasks.
- **Restoring connection:** Rebuilding damaged trust and relationships through open dialogue, empathy, and mutual understanding.

This approach teaches students that mistakes are opportunities for learning and growth and that relationships can be strengthened through honest, respectful communication.

We understand that while clear expectations and boundaries are essential, sustainable behaviour change comes from understanding the relational impact of actions—not simply rule compliance. Rather than focusing primarily on which rule was broken, we place emphasis on:

- Who has been affected.
- How they have been affected.
- What needs to be done to repair the harm and rebuild trust.

This shift in focus supports emotional literacy, empathy, and accountability, and allows students to connect their behaviour to real-world consequences, not just school-based sanctions.

Why This Matters

- **Rules alone do not teach empathy.** By focusing on the impact of behaviour, we help children reflect on how their actions affect others' feelings, wellbeing, and safety.
- **Restoring relationships builds community.** Children learn that relationships can be repaired through honesty, effort, and care, fostering resilience and mutual respect.
- **Long-term growth over short-term compliance.** While consequences may still be appropriate, they are paired with conversations and actions that lead to genuine understanding and change.

Practical Application in School

A child who pushes a classmate is asked to consider how that made the other person feel, what led up to it, and what they can do to put things right. Staff use questions like "Who do you think has been affected by what happened?" and "What can you do to help fix this?" rather than "Why did you break the rule?"

Supporting Behaviour Change Through Restorative Conversations

Restorative conversations are a key tool in helping children reflect on their behaviour and make positive changes. These conversations are structured around key questions such as:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?
- What needs to happen to put things right?
- What will you do differently in the future?

These dialogues are facilitated by trained staff and focus on listening, reflection, and problem-solving, rather than blame. By engaging students in this way, we empower them to take ownership of their behaviour and develop social-emotional skills such as empathy, perspective-taking, and conflict resolution.



Hillcross Primary School

Visual tools like comic strip templates can be really effective for supporting restorative conversations—especially with younger students or those who respond better to visual, structured formats. *An example of a Restorative Conversation Comic Strip Template that can be printed or used digitally can be found below. They help children sequence what happened, reflect on the impact, and consider how to repair the harm.

Staff can click below to find **Restorative Comic Strip Templates which help children to understand situation, restore relationships and learn from them:**

[Restorative Comic Strip Template -understanding situations - restoring and learning from](#)

Staff can click below for a **visual resource that supports them to use our Emotion Coaching Approach**, generally more appropriate for children in EYFS and Phase 1.

[emotion coaching script EYFS.pdf](#)

Staff can click below for a **Restorative Debrief template** (generally more appropriate for children in Phase 2.

[Restorative-debrief p 1-6.pdf](#)

Resolving Conflict

When conflict arises—whether between peers, or between students and staff— seek to resolve it through a restorative lens. This includes:

- **Early intervention:** Addressing issues promptly before they escalate.
- **Neutral facilitation:** Ensuring that all parties feel heard and respected in a calm and safe environment.
- **Collaborative problem-solving:** Supporting those involved to find mutually agreed solutions and make a shared commitment to moving forward.

Restorative approaches to conflict not only repair immediate harm but also reduce the likelihood of repeated issues, build resilience, and foster a sense of community and belonging.

These approaches may not always be possible immediately after an incident or even during the same day. Some children need time to first calm down or be in the right frame of mind to restore and repair relationships successfully. Children will be supported in this process, should they need to be, and adults can model how to do this if needed.

Aspect	Traditional Punitive Approach	Restorative Approach
Focus	Rule-breaking and punishment	Harm caused and relationships
Primary Question	<i>What rule was broken? Who is to blame?</i>	<i>Who has been affected? What needs to be repaired?</i>



Hillcross Primary School

View of Behaviour	Behaviour is a choice that must be corrected	Behaviour is communication that should be understood
Response	Sanctions (e.g. detentions, exclusions)	Conversations, reflection, and repair
Accountability	Obedience to authority	Taking responsibility for impact on others
Goal	Control and compliance	Understanding, empathy, and long-term change
Role of Student	Passive recipient of punishment	Active participant in resolving conflict
Role of Adult	Enforcer of rules	Facilitator of repair and learning
Effect on Relationships	Often damages trust and connection	Strengthens trust, connection, and community
Impact on Future Behaviour	Often short-term compliance: behaviour may repeat	Promotes self-awareness, responsibility, and positive choices

Recording and Reporting Behaviour Incidents

Low level incidents (see level 1, yellow above) do not need to be formally recorded (unless they are persistent as they are then considered Level 2, orange) but they should be reported to the class teacher, and if appropriate, other adults who work directly with the child as well as to the parent/carer. Other people may know additional information to help us understand what the child is trying to communicate and this also ensures that if the behaviour persists, collaborative discussions to agree support are not a surprise to anyone.

Disruptive and Disrespectful behaviour (see level 2, orange above), in addition to the actions taken for a low level incident, these must also be recorded directly onto Bromcom. This should be filled in by the member of staff dealing with the incident and then shared with the class teacher, if the class teacher is not the person dealing with the behaviour. It is important to record the locations and time of the incident to support accurate monitoring. These can be shared with parents ongoing so parents are aware of what is happening in school and they can support their child with making better choices.



Hillcross Primary School

Persistent Incidents or Incidents of a Serious Nature (see level 3, red above) must be recorded on a Behaviour Monitoring form (which is printed on blue paper) by the member of staff who has observed/initially dealt with the incident. **This must include full details of their initial investigation.** As part of the investigation process, children are likely to be asked to engage in a restorative, reflection process. The potential involvement of SLT to help address and resolve the inappropriate behaviour will be agreed. The outcome of SLT involvement will be added to the paper form and an overview recorded on Bromcom by SLT once a resolution has been reached. The Behaviour Monitoring Form can be accessed via [this link](#). Also, an electronic copy can be found on Noticeboard (in the 'form' section) . These need to be printed on blue paper.

Bromcom Logs and Behaviour Monitoring Forms must be completed for all of the children involved in the incident individually. Where the information is the same for all children, these can be photocopied, but it should be evident who each form relates to, as you would expect to see some differences.

On those occasions where sanctions given vary for different children involved in a specific incident, this should be made evident and staff must include a reason for this. I.e. X was given an additional sanction as he did not take responsibility for his actions and did not tell the truth until spoken to by an SLT member.

Partnership with Parents

It is initially the class teacher's responsibility to inform parents about all behaviour concerns that may occur, unless it is deemed more appropriate for another adult to make contact e.g. the person directly involved or a senior leader. We will contact:

- The parents of the children whose behaviour has caused harm.
- The parents of the children who have been hurt as a result of the behaviour.

Wherever possible parents should be told before the child goes home in order that they hear first from the school. This is really important in order to maintain good communication and relationships with parents and to ensure that all necessary information is shared.

All contact with parents in relation to incidents should also be recorded on Bromcom, added to the Behaviour Monitoring Form or be written on a Hillcross Note in order that any follow-up which may be necessary with parents is carried out in an informed manner. Where appropriate, these should then be handed to the Phase Leader or member of SLT dealing with the issue.

Monitoring Behaviour Incidents

All members of staff should look out for incidents that occur frequently and for any patterns which might be occurring (such as at a certain time of the day, with a particular child, after a given event takes place). They should also look out for things that may trigger frequently occurring/patterned behaviours. Half termly behaviour reports are run by the Assistant Headteacher responsible for PSHE in order to monitor and track specific individuals and gather data on which children/groups need to be supported or monitored more closely. Where specific children or groups are identified, relevant staff will work with the family and the child to agree appropriate support strategies to be put in place. A supportive measure could include class teacher/phase leader/SLT Check-In..

Class Teacher/Phase Leader/SLT Check-In

What is it and who benefits from this strategy?

If a child does not respond to the general strategies outlined in this policy, teachers will discuss their concerns with their phase leader, and if alternative options have been exhausted it may be agreed that a child will follow our '**Check-in' approach**. This is a supportive measure which enables children who persistently engage in disruptive or unsafe behaviour to reflect, take responsibility for their actions and improve on their behaviour by providing



Hillcross Primary School

focussed and regular opportunities to discuss the impact of their choices on themselves and others. The children are supported in identifying strategies which will help them to make the right choices.

The aim of check-in is to build their self esteem, confidence and ability to self-regulate. It also helps children and adults to identify patterns which in turn informs reasonable adjustments and strategies that can support children. Therefore this strategy works best for persistent disruptive behaviour, rather than one-off incidents - even where these may be more significant in nature.

A decision will be made about who it is best for the child to check-in with. The phase leader will ensure that all members of SLT are informed. **Parents must be fully informed and updated** - they will already be aware of other support strategies that have been tried and should have been made aware that this was a possible next step. .

What happens during the Check-In Approach?

Children on Check-in will use a chart to record their progress against **clearly identified SMART targets**. i.e.' *To put my hand up to answer questions* OR *To stay in my seat for at least 10 minutes and only leave it with an adult's permission*. Targets can relate to the whole day or can be specific to, for example, playtime and lunchtime. There should be no more than 3 targets, and these should be directly linked to behaviours which are causing most concern. The fewer the targets, the greater the chance of success. Targets should be achievable so the child can experience the progress and grow in self worth and esteem.

Targets will be the focus of discussion with the agreed adult so it must be fully understood by the child (and their parents). Where appropriate, success criteria could be provided, so that everyone has a clear understanding of expectations. The teacher could create a 'Y chart' with the child, showing what it might look, sound and feel like if the target was achieved. e.g. In the section, what it might look like, it might have: facing the right direction, looking at the person who is speaking, focused on work and working attentively, work is completed in the set time.

A new chart will be given weekly by the class teacher/Phase Leader/SLT member but copies will be kept of previous weeks so that patterns and progress can be carefully monitored.

Children will check-in with the agreed adult at specified times of the day (the number of times will be decided with the Phase Leader/member of SLT, based on discussions with the class teacher and should be recorded on the chart). This will usually be before break, before lunch and at home time, unless otherwise agreed. For example, if a child finds it particularly challenging to follow the rules during PPA sessions, he or she might then need to check in after each PPA lesson, and only on specific days. However, if a child finds it challenging to focus on the task and distracts others frequently, then it would be best placed if they were to check in before break, lunch and hometime.

Judgements will be made against the agreed targets only, other behaviours will be dealt with in line with the general school policy and may at a later date be incorporated into the check-in process if appropriate. Where possible, adults working in class (or outside) with the child should take time to discuss the reasons for the code given, prior to them going to see the agreed member of staff, so that they are able to engage in meaningful discussion and reflection. In the early stages of SLT check-in, it may be necessary for the child to be accompanied by an adult or for the adult to send a note of explanation to support the process.

It is important that the process is a positive one as the purpose of the strategy is to change the children's mindset and to provide them with the will and skill to make the necessary changes. A key way to do this is to find time to celebrate their success with their peers, with other staff members and with their parents as frequently as possible.

However, adults will address where improvement needs to be made and may apply logical and natural consequences in line with this policy. Each session of the day will represent a fresh start and an opportunity to achieve success.

Special Educational Needs/Persistent Challenging Behaviour



Hillcross Primary School

There are a range of tools available to support children with special educational needs. Visual resources are particularly helpful for children with SEND who find communicating verbally difficult and for all children who become highly dysregulated as it allows everyone involved to minimise verbal language whilst maintaining communication.

Staff can find general resources, and specific behaviour related tools here: [Visual timetable and Visual Support Resources](#)

For specific behaviour reminder visuals, staff can click here: [Visual Behaviour Reminder Cues](#)

Monitoring and Supporting Recurring Dysregulation: The ABCC Chart

1. **Purpose and Philosophy-** For children who experience frequent periods of emotional or physical dysregulation, following discussion with the Inclusion Manager, an ABCC (Antecedent, Behaviour, Consequence, Communication) chart could be used. The aim of this form of monitoring is to move beyond "managing" behaviour towards understanding it as a form of communication. By identifying patterns over time, staff can adapt the environment and implement targeted interventions to reduce a child's level of dysregulation.
2. **Recording Incidents** - the ABCC Process: staff will record incidents using the ABCC framework:
 - A - Antecedent: What happened immediately before the incident? (e.g., a transition, a specific noise, a demand placed).
 - B - Behaviour: An objective description of what the child did/said.
 - C - Consequence: What happened immediately after? (e.g., the child was given space, a sensory tool was used, or a task was removed).
 - C - Communication/Context: What was the child trying to communicate? Consider internal factors (hunger, tiredness) or external factors (crowded hallways at end of the day, change in routine).

More information on how to complete an ABCC chart can be [found here](#).

3. **Review and Intervention** - recording is only the first step. To ensure we use the information to implement positive change we will:
 - Regularly review the charts: class teachers and support staff will review ABCC charts fortnightly to identify specific "triggers" or patterns such as times of day where the child struggles.
 - Adapt Support: following each fortnightly review, staff must document how they have adapted the child's provision (e.g., introducing a visual timetable, sensory breaks, or a "Now and Next" board), directly onto the chart or within their SEND Plan/ Concern Form.
 - Evaluate Impact: all completed charts and intervention notes will be shared with the Inclusion Manager half termly to evaluate impact and agree next steps in relation to support for the child and for staff as required.
4. **SLT Monitoring** – in order for the Senior Leadership Team (SLT) to maintain a clear overview of school-wide behaviour and the impact of interventions, the child's Bromcom Behaviour Record must be updated at the end of each half term. The record must include:
 - The total number of recorded ABCC incidents for that period (the half term).
 - A brief summary of actions taken (e.g., "Adjusted morning transition" or "Referral to ELSA").
 - An assessment of whether the frequency of incidents is increasing, decreasing, or stable.



Hillcross Primary School

The primary aim of this data is to advocate for the child. Accurate reporting allows SLT to allocate resources, such as additional support or external agency involvement, where it is most needed.

Special Educational Needs

When a child's SEND leads to distressed behaviour, the strategies/procedures for supporting the child will be on their SEND Support Plan or a Behaviour Support Plan - these may differ to the whole school approach. Reasonable adjustments will be formed in agreement with the child, their parents and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school. The headteacher or deputy headteacher will be involved in this process and at times might work more closely with a child if needed.

We recognise that there may be occasions when a child's behaviour poses a risk to themselves or others. We also recognise that some children will require a more personalised approach. We will make reasonable adjustments to support children's additional needs to reduce the likelihood of high-risk behaviours and work in close partnership with other agencies and families to ensure that we provide timely and effective support.

We provide a graduated response to a range of needs and we involve external agencies as appropriate.

Evidence shows clear links between good behaviour and effective teaching and learning. 'Quality First Teaching'¹ is our initial response to meet the additional needs of children. This includes appropriate training for our staff regarding the specific needs of our children, e.g. autism, speech and language needs, ADHD and attachment issues so that SEND Support Plans clearly identify adjustments that are made on a day to day basis so that children can access learning and all aspects of the school day.

Safety and Risk Reduction - Risk Assessments and Individual Behaviour Plans

Our approach to planning support for our vulnerable children always seeks to be person centred and to capture the voice of the child and family where at all possible. We recognise that children with a variety of needs will require us to make reasonable adjustments to our environment in order to reduce levels of stress and anxiety. Our graduated approach to children displaying distressed behaviour follows an 'assess, plan, do, review' process and ensures that we take an increasingly personalised and multi-agency approach to children with the highest level of needs.

Under the United Nations Convention on the Rights of the Child (UNCRC), children have the right to express their views on all matters affecting them, and in relation to how behaviour is managed in schools this should always be with due respect for their human rights (article 28). A child's involvement therefore, should include full participation in the planning and review of environmental changes that can reduce the possibility of behaviours.

Risk Assessment

If a child's behaviour presents a risk to themselves or to others, in the first instance we write a **risk assessment** to identify and put in place additional measures to lower the risk for all concerned. These are developed in dialogue with children and families and, where necessary, the school will also involve the support of external agencies such as The Virtual Behaviour Service, CAMHS or an Educational Psychologist.

¹ "quality first teaching" refers to high quality teaching including a broad range of teaching strategies, which are adapted to meet the needs of children, and relevant assessment to inform teaching and learning and the early identification of under achievement.



Hillcross Primary School

Behaviour Support Plan

For children with the highest levels of need we will develop a Behaviour Support Plan. Behaviour support plans will outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively, as well as to identify children's individual triggers, encourage and enable staff to pre-empt difficulties and to apply strategies that help a child calm. Plans need to be tailored to the specific needs and goals of each individual. They will ensure that interventions are personalized and effective, covering both routine and emergency situations.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies. Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Risk assessments and Behaviour Support Plans are regularly reviewed by relevant staff to ensure that they remain effective.

We always follow up any high risk incidents with the child, other children involved and with staff, and adjust the Risk Assessment and Behaviour Support Plan in order to reduce the likelihood of the situation happening again. Children and their parents/carers will be involved in this process.

We provide support to children to teach coping strategies through our whole school approach outlined above but we recognise that some pupils may need ongoing and regular support and have provided additional strategies that can be utilised as needed for this smaller group of pupils below.

Support for individuals with identified needs	
Some pupils with SEN may require additional support. Schools will have their own SEN policies which underpin this support, but the following are examples of adjustments that will support CYP to regulate their emotions.	
Ready-to-Learn Plans	Implement ready-to-learn plans to help individuals regulate their emotions and prepare for learning. These plans are structured and compassionate, created with educator support to address times of dysregulation.
Best adult to work with the CYP	Consider who is the best adult to work with each child. Matching the child with an adult who has a strong rapport and understanding of their needs can significantly improve the effectiveness of interventions and support
Body language of adults	Whilst this is important for all children with SEND may be especially vigilant to adult's responses. Pay attention to the body language of adults when interacting with distressed individuals. Non-verbal cues such as open posture, calm facial expressions, and gentle gestures can convey empathy and reassurance, helping defuse situations.



Hillcross Primary School

Co-Regulation	Adults will need to engage in co- regulation to support individuals in managing their emotions. Co-regulation involves adults providing a calming presence and modelling self-regulation strategies, helping individuals to develop their own self-regulation skills. CYP who have not received good enough experiences of being soothed as a small child, do not have the capacity to self-regulate. Only through co-regulation can the capacity of self- regulation be developed.
Regulation Stations	Set up regulation stations where individuals can go to calm down and use coping tools. These stations can include sensory items, calming activities, and visual aids to help individuals self-regulate.
Tools for Self-Regulation	Provide CYP with appropriate tools and strategies to help them regulate their emotions. This can include breathing exercises, sensory and calming activities that they can choose from.
Peer Support	Encourage peer support among individuals. Peer support can provide a sense of belonging and understanding, as individuals can relate to each other's experiences and offer mutual support. This approach can enhance emotional resilience and reduce feelings of isolation
Timing of Discussions	Wait for the right time to discuss behaviour. Addressing issues when the individual is calm and receptive can lead to more productive conversations and better outcomes and avoids escalation of behaviour.

Children may also be supported via targeted individual or small group adult-led interventions designed to meet the social and emotional needs of our children, these include:

- **Emotional Literacy Support Assistants (ELSAs):** some of the areas that ELSA covers are: self-esteem, team building, friendships, social skills, counselling, anger management or understanding emotions.
- **'Off the Record' School Counsellor:** offering confidential 1:1 or small group support
- **Targeted Adolescent Mental Health Service (TAMHS):** offering support to families and also to children as a qualified art therapist.
- **Roundabout Dramatherapist:** offering support to children who have experienced trauma/adversity.

More information about our interventions and support can be found in our SEND Information Report.

Trauma-Informed Care

We need to recognise the impact of trauma on behaviour and prioritise a safe, supportive environment. This involves physical, psychological, and emotional safety. This includes ensuring that all staff have an understanding of attachment and developmental trauma and its impact on social and emotional development. A focus on trauma means that staff are more aware of the impact of events on individual pupils, but we must be also mindful of the pupils who may have experienced or still be experiencing trauma of which we are unaware.

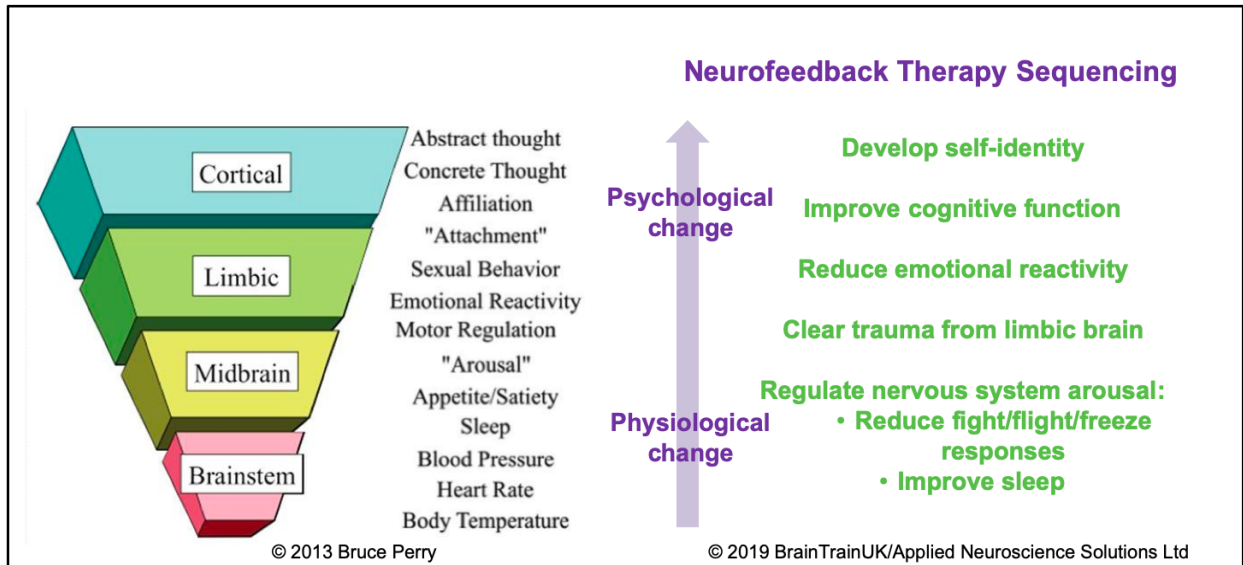
Addressing Safety Needs First - Neuro Sequential Model

If a child or young person does not feel safe, then they will not be able to engage cognitively with adults. This concept, called the **Neuro Sequential Model**, was developed by Dr. Bruce D. Perry, a psychiatrist and neuroscientist



Hillcross Primary School

specializing in childhood trauma. It is a developmentally sensitive, neurobiology-informed approach to clinical problem-solving, focusing on how early experiences shape brain development.



Window Of Tolerance

People who have experienced trauma may have smaller windows of tolerance. With support, our window of tolerance can be expanded. We need to Understand and work within the individual's window of tolerance. This concept refers to the optimal zone of arousal where a person can function effectively and manage stress. Recognizing when someone is outside their window of tolerance (either hyper-aroused or hypo-aroused) is key to providing appropriate support.



WINDOW OF TOLERANCE

The window of tolerance and different states that affect you



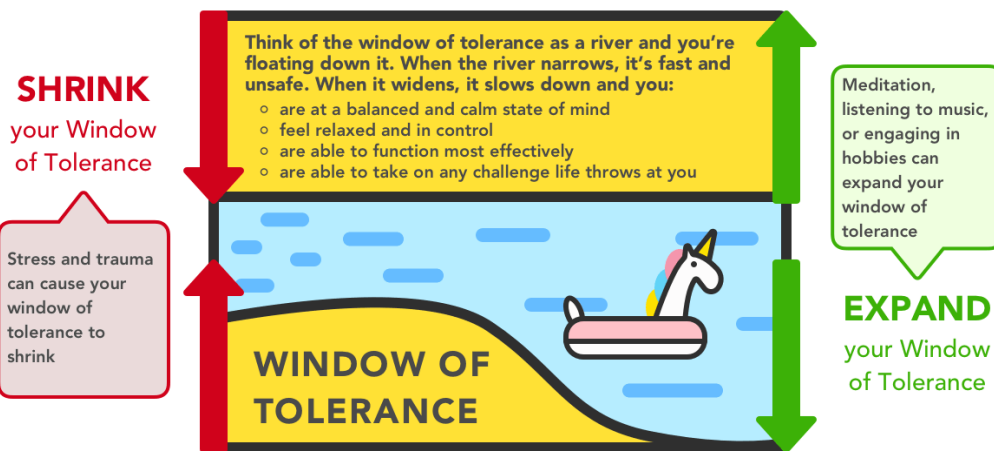
HYPERAROUSAL

- Abnormal state of increased responsiveness
- Feeling anxious, angry and out of control
- You may experience wanting to fight or run away



DYSREGULATION

- When you start to deviate outside your window of tolerance you start to feel agitated, anxious, or angry
- You do not feel comfortable but you are not out of control yet



DYSREGULATION

- You start to feel overwhelmed, your body might start shutting down and you could lose track of time
- You don't feel comfortable but you are not out of control yet



HYPOAROUSAL

- Abnormal state of decreased responsiveness
- Feeling emotional numbness, exhaustion, and depression
- You may experience your body shutting down or freeze

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Trauma-Informed Language

It is important to consider the language we use when talking to and about our children. The language we use should focus on maintaining connection, empathising, and validating emotional experiences, encouraging accountability, self-awareness and self-regulation. We should also consider the narrative we are creating around a child to support a successful future for them.

Appendix 2 is a table of some examples of how more behaviourist language may be used to describe a child and next to it, a more trauma-informed example. There is also consideration given as to why the development of this shared language is important for schools who wish to move towards a more relationship-based approach.

The Use of Restrictive Intervention/Reasonable Force



Hillcross Primary School

Our approach is to focus on risk reduction to minimise the likelihood of restrictive physical interventions needing to be used in our school setting.

We recognise that there may be unexpected, exceptional circumstances where we might need to intervene physically to keep a child (or children) safe. This would always be a last resort and only where there is an imminent threat of danger to the child, other children or members of the school community. If a situation arose where the use of restrictive physical intervention was required, it would always be the least amount, for the least amount of time to keep the child or wider school community safe. Any use of restrictive physical interventions would need to be in the best interest of the child and be reasonable and proportionate in order to be lawful.

We are also mindful of the impact of any type of restrictive physical intervention on children with SEND. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions. We will work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans (see above).

The DfE guidance on Restrictive interventions, including the use of reasonable force, in schools, April 2026 outlines the situations when force can legally be used in schools. We will work with the child, parents and other professionals to develop prevention and de-escalation strategies.

For clarity, this guidance will use the following definitions:

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

All our staff receive training in de-escalation techniques. In addition, when necessary, we provide more in depth training (e.g. CPI MAPA training) to a small group of inclusion staff which includes strategies dealing with common types of challenging behaviours.

Determining when use of restrictive interventions is appropriate



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There will be times when school staff may need to use restrictive interventions, and they should know this option may be available to them. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations. Training on the use of restrictive interventions should equip staff to judge when it is appropriate to use restrictive interventions, including in situations where quick decisions are needed. It should also help staff understand how to assess whether their response is reasonable under pressure. If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

Seclusion

If a child becomes very distressed in a classroom setting, generally it would be the staff member who has the best relationship with that child who would be the first on call to de-escalate the situation. There are a variety of safe spaces around the school that children can access for time out. Where this is likely to be needed on a regular basis, the child is involved in planning where and how this can take place. Alternatively, the other children will leave the classroom setting and resume their learning elsewhere.



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Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported.

Force cannot be used to enforce seclusion except in an emergency. An emergency is a genuinely unforeseeable event and must be proportionate to the level of risk. If this course of action is taken, the staff involved will have needed to assess that this is the least restrictive response at that moment and must be mindful that this must be for the least amount of time. We recognise that as a general rule keeping a child in a room to contain them cannot be a planned response to challenging behaviour.

"No school should restrict the liberty of a child or young person as a matter of routine and as part of a strategy to improve a child's behaviour. It is not an acceptable substitute for adequate staffing levels or the appropriate expertise to meet a child's needs..."

HMI conference 2014

Recording of Incidents

As part of the school's duty under section 93A of the Education and Inspections Act 2006, **incidents where a member of staff uses force on a pupil and/or incidents of seclusion or non force related restraint** must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. This requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

- **At Hillcross staff complete the: Physical Intervention Incident Record Form**
- **At Hillcross staff complete the Seclusion and Non-Force Related Restraint Record Form**
- **Where necessary, we record any injuries to staff -please also see Physical Violence Against Staff Policy.**

It is also a statutory requirement to report each significant use of force to the parents of the pupil involved as soon as practicable after the incident, and they should endeavour to do this no later than the same day.

Exceptions to the requirement to report are where:

- the pupil is aged 20 or over; or
- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable



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The requirement to report applies even if the use of restrictive interventions/seclusion in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

We do not use photos or filming of children as part of our recording of incidents.

We will communicate this information to parents in writing. For example, via email or online messaging system but we will always have a verbal conversation with parents on the phone or in person before sending written details. Parents will also be invited to have a follow-up discussion about the incident where appropriate. This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

In circumstances where a restraint incident also constitutes a significant use of force, schools only need to follow the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 as outlined above. The same information does not need to be reported twice. However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

Review and Monitoring

We will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

Incidents will trigger an immediate risk assessment (if there is not one already in place) and will be used to amend any existing behaviour support plans, as needed. This may include consultation with other agencies and will help to reduce the likelihood of the situation reoccurring.

Governing bodies and school leaders will regularly review and interrogate data on restrictive interventions to ensure school leaders:

- identify and implement improvements to policies and practices, particularly where approaches have been used for some time but have not been effective.
- identify areas of learning and development for school staff, supporting specific departments and teachers to improve understanding and practice.
- understand pupils' repeat patterns and triggers to interrogate the effectiveness of pupil support measures, share this information with teachers who work with those pupils to better support them and, where appropriate, their parents, to establish a behaviour support plan or revise an existing plan.
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Complaints and allegations



Hillcross Primary School

Any complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education will be followed.

Managing Sexualised Behaviour, Violence and Potential Criminal Activity

At Hillcross, we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy, but our Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

We take all signs, reports and concerns of child-on-child abuse very seriously, including those that have happened outside of the school and/or online, and maintain an attitude of 'it could happen here'.

Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. It is vitally important that everyone in the school community recognises, acknowledges and understands the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

Sexual Misconduct and Sexual Harassment

We take a zero-tolerance approach to sexual violence and sexual harassment - it is never acceptable and it will not be tolerated.

We teach our children about sexism, stereo typing and sexual harassment as these can limit the development of childrens' natural talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general. Reducing sexism and harassment has the capacity to provide safer environments for everyone, be better for mental health, and produce more diverse opportunities. Whole school collective worship sessions are led by DSLs to teach children about these topics (at an age appropriate level) and to promote a zero tolerance approach to sexism, stereotyping and sexual harassment.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexism is generally defined as discrimination based on the gender of a person—looking down on people because



Hillcross Primary School

they are male or female. Sexism may also include stereotyped roles for men and women. This includes comments like: "Man up!", "Big boys don't cry", "Girls can't play football."

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if the behaviour does not improve.

Sexual harassment refers to 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity(feeling worthy and respected), and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- making lewd comments or making sexual remarks about clothes and appearance and calling someone sexualised names
- taunting (inappropriate or rude comments)
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, touching someone without permission (especially near or on private parts)
- displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment.

It may include:

- consensual and non-consensual sharing of nude and semi-nude images-sharing nude photographs of U18s is a criminal offence;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media

Key barriers to reporting

Ofsted's review of sexual abuse in schools found a number of reasons why pupils weren't reporting experiences of sexism and sexual harassment. These reasons include how pupils:

- Don't see the point in reporting 'lower level' incidents because they're commonplace
- Are worried the next steps would be out of their control
- Think they wouldn't be believed or that they'd be blamed, so don't feel confident asking for support
- Are concerned they'd be ostracised by their peers or branded a 'snitch' for getting someone into trouble

Why you should report incidents of sexism and sexual harassment

At Hillcross, all children are encouraged to feel comfortable about raising concerns about sexism and sexual harassment. The term '**Stand up! Speak Up! Report!**' is used to ensure pupils and staff call out unacceptable behaviour and have a 'zero-tolerance' approach.

Leaders work hard to ensure that pupils understand why they should report sexism and sexual harassment by sharing the following:

- Calling out this behaviour benefits everyone, including:
- **Yourselves:** by stopping the problem and getting the help and support you need
- **Other people:** by preventing it happening to someone else
- **Alleged perpetrator(s):** by catching problematic behaviour early as it can help them avoid criminal offences later in life



Hillcross Primary School

Suspensions and Exclusions

We are an inclusive school and do not wish to exclude any child, even when they exhibit serious behavioural difficulties. We will take every reasonable step to ensure that exclusions are avoided. However, in extreme cases, it may be necessary to exclude, especially if the child is causing serious harm to themselves or others.

The school follows the National Exclusions Guidance, published by the DFE and has a separate Exclusions Policy (Exclusions and Suspension Policy (Jan 2026)) which outlines the formal processes involved in the decision making and application of exclusion or suspension. Currently, schools and local authorities must make full-time educational provision for excluded pupils from day 6 of their exclusion. Parents and carers must ensure their child is not present in a public place during the first five days of exclusion, and head teachers have a duty to offer the parents or carers a reintegration interview in respect of certain fixed-period exclusions. We review the policy in light of any legislative changes which come into effect. We show due regard to the standard national list of reasons for exclusion (**appendix 3**).

Concerns and Complaints

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the relevant phase leader to discuss the issues involved. If parents or carers wish to complain further about actions taken by the school, they should make an appointment to see the Head Teacher. If the concerns remain they may contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

Monitoring and review

The Senior Leadership team monitors exclusions, sanctions, and referrals by ethnicity, gender, SEND status, and socio-economic background—and acts on disparities to ensure we do not unintentionally reinforce systemic disparities.

Ongoing professional development to ensure staff can identify and respond to incidents of racism, misogyny, homophobia etc. takes place regularly and our commitment to reflective practice ensures assumptions and stereotypes in behaviour management are challenged.

Pupil voice is essential in shaping our inclusive behaviour policies. This includes considering how specific groups of pupils experience school and how their behaviour is managed.

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on a termly basis.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We are committed to treating all members of the school community fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated and adult support used to ensure that children access the curriculum and make the best possible progress.

Safeguarding Commitment

The school is committed to safeguarding and promoting the welfare of children, in line with the most recent version of Keeping Children Safe in Education, and expects all staff and volunteers to share this commitment. We take



Hillcross Primary School

seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

Privacy Policy

Hillcross School is committed to ensuring protection of all personal information that we hold. We recognise our obligations under data protection laws, which include the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018, and the Data (Use and Access) Act 2025.

Monitoring and Evaluation

Reviewed: November 2025

Date of next review: November 2026

Appendix 1: Habits of Mind Overview



Hillcross Primary School



Hillcross Primary School Habits of Mind



Resilience

Bounce Back.
Recover quickly
after facing a
challenge.



Persisting

Stick to it!
Persevering in
task through to
completion; remaining
focused. Looking for
ways to reach your
goal when stuck.
Not giving up.



Managing Impulsivity

Take your time!

Thinking before acting; remaining
calm, thoughtful and deliberative.



Listening with understanding and empathy

Understand others!

Devoting mental energy to another
person's thoughts and ideas; Make an
effort to perceive another's point of
view and emotions.



Thinking flexibly

Look at it another way!

Being able to change perspectives,
generate alternatives,
consider options.



Thinking about your thinking (Metacognition)

Know your knowing!

Being aware of your
own thoughts, strategies, feelings and
actions and their effects on others.



Striving for accuracy

Check it again!

Always doing your best. Setting high
standards. Checking and finding ways
to improve constantly.



Questioning and problem posing

How do you know?

Having a questioning
attitude; knowing
what data are needed & developing
questioning strategies to produce
those data. Finding problems to solve.



Applying past knowledge to new situations

Use what you learn!

Accessing prior knowledge; transferring
knowledge beyond the situation
in which it was learned.



Thinking & communicating with clarity and precision

Be clear!

Strive for accurate communication in
both written and oral form; avoiding
over-generalizations, distortions,
deletions and exaggerations.



Gather data through all senses

*Use your
natural pathways!*

Pay attention to the world around you.
Gather data through all the senses.
taste, touch, smell, hearing and sight.



Creating, imagining, and innovating

Try a different way!

Generating new and novel
ideas, fluency, originality



Responding with wonderment and awe

Have fun figuring it out!

Finding the world awesome,
mysterious and being intrigued
with phenomena and beauty.



Taking responsible risks

Venture out!

Being adventuresome; living on the
edge of one's competence.
Try new things constantly.



Finding humor

Laugh a little!

Finding the whimsical, incongruous
and unexpected. Being able to
laugh at one's self.



Thinking interdependently

Work together!

Being able to work in and learn from
others in reciprocal situations.
Team work.



Remaining open to continuous learning

Learn from experiences!

Having humility and pride when
admitting we don't know;
resisting complacency.



Hillcross Primary School

Appendix 2: Trauma-Informed Language

It is important to consider the language we use when talking to and about our children. The language we use should focus on maintaining connection, empathising, and validating emotional experiences, encouraging accountability, self-awareness and self-regulation. We should also consider the narrative we are creating around a child to support a successful future for them.

Below is a table of some examples of how more behaviourist language may be used to describe a child and next to it, a more trauma-informed example. There is also consideration given as to why the development of this shared language is important for schools who wish to move towards a more relationship-based approach.

Instead of...	Try...	Why?
Challenging behaviour	Distressed behaviour	When we realise that behaviour communicates distress, we stop viewing it as challenging us. Instead, we see behaviour as a result of distress. This way, we can approach the behaviour with empathy and direct our efforts to addressing the cause.
Overly emotional	Anxious	When we see a change in behaviour, we can be supportive to reduce anxiety
Defiant	Defensive In 'fight'	We can try to understand what challenges the person is trying to protect themselves from
Violent	Risky	The person is unable to communicate their need verbally
Made a poor/bad choice. Avoidant Aggressive Withdrawn Rude	Communicating a need through their behaviour In 'flight' Frightened Cautious Self-protective	The amygdala (the brain's receptor to danger) was triggered, and the person has responded from their 'downstairs' emotional brain as their 'upstairs' rational/thinking brain was 'offline'. All emotions are natural and normal, and not always a matter of choice. (Dan Siegel's Hand model of the brain)
Instead of...	Try...	Why?



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Not engaging	Doesn't feel safe yet	Attachment and safety are big factors in a person engaging with another person or a task. In order for someone to engage, they must have a secure attachment base where the caregiver provides a safe haven (Circle of Security – Cooper, Hoffman, Marvin and Powell)
Attention seeking	Attachment needing	'Attention seeking' could be considered to describe the surface level behaviour but not the underlying need. Instead, 'attachment needing' might reframe the behaviour as the function of an unmet need.
Manipulative	Trying to have their needs met Feeling insecure in their relationships with others	As above
Sanction/punishment	Natural consequence	Support the person to understand the impact of their behaviour by looking for the natural consequences e.g. tidying up the box of books that has been upturned, rather than a punitive punishment that does not link the behaviour with the consequence
You need to.../Rules	The expectations are that we... so we need to.../Expectations	Reduces the challenge to the person and separates them from their behaviour
Stop behaving like that! It's ok! You mustn't get so angry!	I wonder if you might be feeling... and that is why you... I can see this situation is very hard for you... It sounds as though you were very worried. Sometimes I feel... too. It is ok to feel... but we must not... I need to keep you and everyone else safe. How can we help you next time you feel...	Empathise with the emotion. Seek to identify and address any unmet needs. Accept their feelings and experience without action, judgment, contradiction or persuasion. Resist the urge to minimise their feelings, distract or cheer them up. Label and validate those big feelings for them. Set limits on behaviour where appropriate and work together to find a solution.
	What do you need now? What do you think might put this right?	(Emotion Coaching)



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Instead of...	Try...	Why?
Why did you do that?	What happened? What were you thinking about at the time? What were you feeling? What have your thoughts/feelings been since? Who has been affected by the incident? How have they been affected by the incident? How has the incident affected you? What has been the hardest thing? What needs to happen to repair the harm? What do you need now?	Restorative questions bring those who have been harmed and those who have harmed 'into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward'. (Restorative Justice Council)
Appropriate/Inappropriate behaviour	Expected/Not expected behaviour	Inappropriate behaviour is subjective and culturally driven e.g. the context decides whether it is appropriate or not



Hillcross Primary School

Appendix 3: Reasons for exclusions

This list provides descriptors of reasons for exclusions and up to three reasons can be given for an suspension/exclusion and will be indicated on the electronic reporting form. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

Code	Reason	Description and includes:
OW	Use or threat of use of an offensive weapon or prohibited item	• Carrying an offensive weapon
LG	Abuse against sexual orientation and gender identity	• Homophobic abuse and harassment
DS	Abuse relating to disability	
MT	Inappropriate use of social media or online technology	
PH	Wilful and repeated transgression of protective measures in place to protect public health	
PP	Physical assault against a pupil	• Fighting • Violent behaviour • Wounding • Obstruction and jostling
PA	Physical assault against adult	• Violent behaviour • Wounding • Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	• Threatened violence • Aggressive behaviour • Swearing • Verbal intimidation
BU	Bullying	• Verbal bullying • Physical bullying • Homophobic bullying • Racist bullying



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RA	Racist abuse	● Racist taunting and harassment Derogatory racist statements ● Swearing that can be attributed to racist characteristics ● Racist bullying ● Racist graffiti
SM	Sexual misconduct	● Sexual abuse/violence ● Sexual assault ● Sexual harassment ● Lewd behaviour ● Sexual bullying ● Sexual graffiti
DA	Drug and alcohol related	● Possession of illegal drugs ● Inappropriate use of prescribed drugs ● Drug dealing ● Smoking ● Alcohol abuse ● Substance abuse
DM	Damage to property	● Damage to school or personal property belonging to any member of the school community ● Vandalism ● Arson ● Graffiti
TH	Theft	● Stealing school property ● Stealing personal property (pupil or adult) - Stealing from local shops on a school outing - Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	● Challenging behaviour ● Disobedience ● Persistent violation of school rules