



Hertford St Andrew C of E School

Behaviour Policy

Approved by: FGB

Date: October 2026

Last reviewed on: September 2026

Next review due by: September 2027



Hertford St Andrew Behaviour Policy

Context

This is a statutory policy.

This policy applies to all Hertford St Andrew's (HSA) pupils whenever they are at school. This policy also applies to any pupil in school uniform even outside of school, and also where behaviour could reasonably reflect upon the school whether in uniform or not (i.e. on school trips or when representing HSA outside of school premises or hours).

School is not responsible for the behaviour of pupils when they are under the care of their parents/carers. However, the Head Teacher can use their discretion (and in accordance with Safeguarding and Child Protection requirements) to apply the behaviour policy in respect of non-criminal behaviour and bullying in any circumstances where they consider it is justified in the best interests of the child or another pupil, of a member of staff or of the school community.

The Head Teacher may use their discretion (again in accordance with Safeguarding and Child Protection requirements) to inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place (e.g. if illegal drugs or a weapon are discovered, cyber bullying, criminal damage or harassment)

Links

This policy should be read in accordance with these key documents:

Keeping Children Safe in Education
SEN Code of Practice
Hertfordshire Steps information

And these school policies and practices:

Safeguarding Policy and training
Prevent duty
Equality Policy
SEND Policy
Access Statement
Anti-bullying Policy
Wellbeing Policy
Reducing Physical intervention Policy
Relationships Sex and Health Education Policy (including PSHCE)

PURPOSE AND INTENT

Vision

At Hertford St Andrew Primary School, we believe in taking a positive and proactive approach to behaviour management, which is underpinned by our Christian ethos; we want all children to live our vision of ***Love Learning, Aim High, Trust God***. We believe in nurturing children to make the best decisions they can, and when this does not happen, to provide an opportunity of reflection, reconciliation and an opportunity to start anew. This how we support all children to let their light shine.

Aims

Our behaviour strategy aims to improve educational outcomes for all pupils by promoting and supporting their engagement with their learning. We aim to create a safe school community and an environment in which all children can thrive, achieve their potential and meet the high expectations we have of learning and behaviour.

This policy is informed by training and resources from Therapeutic Thinking and is based on relational practice. There is an understanding that a minority of children may require strategies that differentiate from the policy, such as a Risk Reduction/Behaviour Support plan. These plans are created, implemented and reviewed with the support of parents and all staff. These individual plans become the policy for that child.

Our teaching and learning is underpinned by the principles that:

- Children have the right to learn
- Teachers have the right to teach

In accordance with our SEND Policy and as a trauma-informed school, we also recognize that:

- Behaviour is communication
- Behaviour interacts with trauma
- Behaviour can be linked to SEND
- Behaviour can be chosen or unchosen
- Underlying behaviour are needs and values

Relational practice is based on:

- Inclusion
- Shared values and beliefs about understanding behaviour through analysis
- Commitment to diversion and de-escalation
- Reparation, reflection and restoration
- Planning, predicting, preventing and progressing

Success Criteria

We will know that this policy is effective and successful when:

- Helpful behaviour is the typical behaviour we see across the school day
- Pupils, staff and the wide community feel safe in school
- Helpful behaviour in school enables children to make good progress in learning
- Pupils, staff and the wider community understand all the different forms of bullying, including online bullying and that caused by prejudice, and are able to respond to it
- This policy enables the vast majority of pupils to work within school expectations and procedures
- All staff and the whole school community work within the scope of this policy

Evidence

We will use the following sources to evidence the success of this policy:

- Pupil voice
- Staff voice
- Cjoms reports
- Parent meetings
- Staff response to training in Steps

The Governing Body's statement on behaviour

This is in Appendix A

IMPLEMENTATION AND PRACTICE

Roles, Responsibilities & Rights

Head Teacher's Responsibilities

It is the responsibility of the Head Teacher to lead behaviour management, generally by modelling the behaviour that they wish to see in staff, and also to:

- Ensure that this policy is available to and understood by staff, volunteers, visitors (where appropriate), parents/carers and pupils, including on the website, discussed as part of welcomes and inductions, and on visible displays as appropriate in school
- Ensure the consistent and reasonable implementation of this policy throughout the school
- Ensure that staff receive appropriate training and support to manage behaviour
- Ensure the application of statutory guidelines that relate to pupil discipline
- Promote the health, safety and wellbeing of all staff and children at this school
- Report in the effectiveness of this policy to the Governing Body
- Retain records relating to all significant unhelpful behaviour
- Manage the process to issue fixed-term and/or permanent exclusions to individual children (only once all other procedures have been followed and always in accordance with the law and statutory guidance).

Staff Responsibilities

It is the responsibility of all staff to model helpful behaviour, and to support the Head Teacher in realizing the vision of the school. All staff must be consistent in their responses to behaviour, using the approach established in this policy and in any individual documentation

relating to a child. All staff must use the strategies outlined in this policy and work within the school's system of rewards and sanctions. It is also the responsibility of all staff to respond reasonably in the circumstances of each individual incident.

Staff have a duty to consider whether any behaviour they observe gives cause to suspect that a child is suffering or likely to suffer significant harm or is at risk of radicalisation. Where there is a safeguarding or pastoral concern, staff must follow the steps set out in the school's Safeguarding and Child Protection policies.

Staff have a responsibility to consider whether any behaviour they observe is related to a child's SEND and respond according to the child's individual needs as outlined on their Personal Learning Plan or class provision planning.

Parents'/Carers' Responsibilities

As for all adults in school, parents/carers are expected to model helpful behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:

- Support the school vision and rules including discussing these at home so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership
- Support the Behaviour Policy, by taking account of the approaches used in school so that children receive a consistent response
- Share with staff about anything that may impact on a child's education or behaviour at any time (e.g. a parent working away from home, parents separating, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed
- Actively support home learning completion
- Promote punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.
- Raise any issues or concerns with class teachers in the first instance
- Do nothing that could harm the reputation of a pupil, parent/carer, member of staff or the school itself.

Governors' Responsibilities

It is the responsibility of the Governing Body to:

- Publish and keep under review a Statement on Behaviour
- Assist the school in achieving its policy objectives
- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions
- Ensure appropriate procedures for dealing with bullying and complaints about bullying
- Evaluate the impact of this Behaviour Policy by monitoring the policy and being responsible for an annual review of effectiveness.
- Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:
 - The number of incidents of significant unhelpful behaviour recorded with detail such as the number of children involved in each incident and a breakdown of type including specific information about the basis for/focus for all incidents concerning discrimination and bullying;
 - The number and duration (including cumulative duration if the same child has

been excluded already in a term) of any exclusions.

Everyone's Rights

All members of our school community, as well as visitors to HSA, have the right to:

- Feel safe all the time
- Achieve what they are here to do
- Experience kindness, fairness, honesty and understanding
- Be treated without discrimination and with equality of opportunity
- Be listened to (at an appropriate time)
- Be treated with respect and politeness

Hertford St Andrew School Rules and Expectations

All behaviour expectations and rules support us to live our values: compassion, courtesy, creativity, curiosity, cooperation and community.

They enable all of us to let our light shine.

They enable children to be happy, safe and learning.

They are underpinned by the British Value of "rule of law"

They are applied fairly and consistently.

They meet the needs of the school as a cohort and are always under review to ensure we are meeting our aims.

How HSA approaches behaviour and fulfils the aims of this policy

At HSA all staff are trained to understand that behaviour can be:

- **Helpful**
- **Unhelpful**
- **Unsocial**

And to recognize that unhelpful behaviour can be:

- **Disruptive**
- **Difficult or**
- **Dangerous**

Helpful behaviour

At HSA we know that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour.

Helpful behaviours are any actions which benefit the individual and others around them. -

Helpful behaviours are key to creating a safe, positive learning environment.

The key behaviours we want to see in our school are:

- **Showing Courtesy:**

Saying please and thank you

Offering greetings and responses such as "Hello" and "Good morning"

Holding doors open and moving aside for others

Waiting and taking turns, for example waiting to speak or using “excuse me”

- **Showing Compassion**

Using kind words and kind hands

Demonstrating kind acts

Offering and accepting forgiveness

Demonstrating care for self and others

- **Taking responsibility for our school**

Making school a welcoming place

Travelling calmly and safely around the school

Using appropriate language and voice

Showing respect for own and others property

Taking care of all we have been given as stewards of our school

- **Learning Behaviours**

Being ready to learn

Completing learning, following instructions, supporting each other

Setting personal goals and celebrating achievements of others

Demonstrating perseverance and willingness to grow

Responding to and promoting helpful behaviour

Staff will encourage helpful behaviour and will respond positively to any on display, including (as appropriate to the pupil and situation) by:

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child’s helpful behaviours with parents and/carers as appropriate
- Using tangible rewards as appropriate including stickers, stamps, certificates, merits and housepoints, progress charts and home contact
- Building in ‘motivators’ following the engagement of ‘adult directed activities’
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Awarding specific certificates for learning

- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions, including Zones of Regulation and the Colour Monster
- Individualised reward plans for children with additional needs, as planned with the SENCo

Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices - that result in helpful behaviour - where required. Staff recognize that some pupils prefer public recognition and some prefer personal or low-key praise and adapt accordingly.

Unsocial behaviour

HSA recognises that there is some behaviour that is neither prosocial nor antisocial and that some children need non-social time. This behaviour does no harm to anyone in the dynamic and includes:

- Chosen time alone on the playground
- Individual reading or solo play rather than social play
- Quiet play
- Daydreaming in own time

Staff should check that this behaviour is chosen by the child and that they and other children are happy and safe. If so, and there are no safeguarding concerns, this behaviour should not be challenged but recognized as meeting the child's needs.

Unhelpful Behaviour

Unhelpful behaviour is any behaviour that is **disruptive, difficult or dangerous** (from low level to significant) for the child or anyone in the school community.

It includes behaviour that:

- causes harm (to others, to a community and/or the environment);
- has negative personal impact (causing injury, harassment, alarm or distress)
- infringes or violates the rights of others
- has a negative impact on the dynamic of the group, class or school community.
- prevents participation in appropriate activities;
- isolates the pupil from his/her peers;
- affects the learning & wellbeing of others;
- drastically reduces the pupil's opportunities for involvement in ordinary community activities;
- makes excessive demands on staff resources
- perpetuates low self-esteem and prevents a child from thriving

Preventing and responding to unhelpful behaviour

All staff understand that managing unhelpful behaviour is everyone's responsibility and take action accordingly.

In addition to promoting helpful behaviour, staff will aim to actively prevent unhelpful

behaviour by (as appropriate to the pupil and situation):

- Having an inclusive ethos and positive learning environment
- Responding promptly and appropriately to all unhelpful behavior
- Communicating effectively with parents to keep them informed of behaviour in school and working with them to encourage helpful behaviour
- Recording incidents of unhelpful behaviour on CPOMS as part of behaviour monitoring and assessing
- Being aware and applying a reflective approach to the needs and strengths of individuals
- Acknowledging when a child might need a change of environment or time away from the dynamic
- Offering verbal and non-verbal reminders of the expectations placed on them
- Giving pupils specific and limited choices
- Identifying the basis of feelings that may drive behaviour using analysis tools
- Predicting and preventing escalation through Anxiety Mapping as needed
- Seeking guidance from specialist educational agencies to formalise strategies that require differentiation from policy. These may include but are not limited to: Rivers ESC; the Herts County Council Behaviour Support Team (STEPS Central Supervision); the Specialist Advisory Services (at ISL), Paediatricians and other medical professionals.

De-escalating incidents

When unhelpful behaviour can be reasonably anticipated or where behaviour has already become disruptive, difficult or dangerous, staff will aim to remain calm and/or de-escalate, using any, or all, of the following:

- De-escalation scripts which are used consistently by all staff
- Using positive phrasing (e.g. “walk slowly to be safe”, “when you’re calm, we can talk about this”, “you need to”)
- Giving pupils specific and limited choices (e.g. “phonics inside or outside...”)
- Disempowering the behaviour - usually by focusing on children demonstrating prosocial rather than on the individual demonstrating unhelpful behaviour (e.g. “I can see you’re listening....”)
- Using physical intervention to steer the child to safety when their behaviour is immediately dangerous to themselves or others and there is a serious risk of harm (*all school staff who come into contact with children are trained in these techniques and know this is for emergency use only*)
- Resources (such as Anxiety Mapping and Behaviour Analysis) to inform development of a Risk Reduction Management Plan

Managing incidents of disruptive or difficult behaviour: the 3-Step Positive Behaviour Approach

If disruptive or difficult behaviour is occurring and adults are unable to make a return to social norms through encouraging prosocial behaviours, it may help staff to use the 3 Step approach. This should be kept low-key and individual and should be used in a way that minimises disruption to the flow of teaching and learning.

Step 1: Stop and Think

Child is asked to stop and think about their behaviour. Time is given to regulate their behaviour.

Step 2: Regulation Time

In class, away from peers for 5 minutes (visually supported by timer)

After this, child is supported by an adult to have a conversation that restores helpful behaviour.

Step 3: Time Away

Child spends 10 minutes in a different class with learning after which time a restorative conversation is supported.

Reasonable adjustments and differentiated responses to unhelpful behaviour

At HSA, we recognise that there are times when a differentiated response to antisocial behavior will be necessary based on the individual circumstances of the child. We acknowledge that disruptive, difficult or dangerous behaviour patterns may arise for a range of reasons, including trauma, fear, personal history and fear of failure because the child is not succeeding socially or academically, or as a result of Special Educational Needs/Disabilities (SEND). Where appropriate, school will use tools to seek to understand this better and may adapt responses and consequences as necessary. All staff are supported in recognizing the need for and applying reasonable adjustments by the SENCo and School Family Worker.

Where unhelpful behaviour has become very significant, an Individual Risk Reduction Plan may be required. This would be shared with parents/carers and all staff coming into contact with the child and would provide a highly personalised approach to their specific behavioural needs

Multi-agency involvement may also be considered where appropriate and particularly if there is a concern that reasonable adjustments that are already in place are not having, and appear unlikely to have, a positive impact on behaviour (e.g for a pupil who is persistently displaying significant unhelpful behaviour). In such instances, HSA staff work with agencies and take their guidance to develop the most comprehensive understanding of underlying issues possible. This includes any previously undiagnosed Special Educational Needs or Disabilities as well as any mental health problems and/or family issues. This enables staff to ensure that appropriate intervention strategies are put in place at the earliest reasonable opportunity and adapted as necessary.

If other strategies have been unsuccessful, HSA will work with parents and professionals to draw up and work within a Pastoral Support Plan (PSP), Safety and Support Plan (SSP) or in the case of sexually harmful behaviour a Risk Assessment and Management Plan (RAMP).

Consequences for unhelpful behaviour

Following an incident of behaviour that is disruptive, difficult or dangerous, staff will provide a consequence. Consequences must be logical, purposeful, appropriate, reasonable in all the circumstances and may only be provided:

- by a paid member of school staff (or other person, such as a volunteer, but only if expressly authorised by the Head Teacher and only where they have been specifically referred to the requirements contained within this policy);
- on school premises or while the pupil is in the charge of a member of staff;
- where it is compliant with all other legislation
- has taken account of all of the above plus age and any special religious requirements affecting the pupil; and is without recourse to corporal punishment (i.e. physical force as a punishment) which is illegal.

For the most difficult or dangerous behaviour, a differentiated response (see above) may need to be considered.

Consequences can be protective or educational, as follows:

Protective consequences (also referred to as safety consequences)

These are actions taken by staff to ensure that all children and adults feel safe in the school environment. These may include but are not limited to:

- Reducing time spent with peers to prevent harm
- Increasing staff ratio and or re-deployment of staff
- Limited access to outside space or equipment or facilities
- Escorting in social situations
- Additional supervision in unstructured times
- Differentiating teaching space and access to classroom
- Adaptation of access to school trips or extra-curricular activities
- Providing space away from peers to regulate
- Providing time away from children who have been harmed by behaviour

Educational consequences

These are consequences put in place by staff to help the child to learn, by rehearsing or teaching them about their actions, with the aim of internalising helpful alternatives and avoiding repetition of unhelpful behaviours. These consequences must be logical and related to the behaviour demonstrated. These may include, but are not limited to:

- Rehearsing or teaching about helpful responses so the freedom can be returned
- Modelling helpful behaviour through third-person role play to understand other pupils'/staff feelings
- Providing reflection time and activities to support understanding of the behaviour
- Taking action to restore the dynamic e.g picking up a thrown item, tidying up, repairing, completing unfinished learning
- Use of social stories or Comic Book Conversations to explain why behaviour is helpful or unhelpful
- Behaviour related research that shows how and why actions have impacted others
- Restorative meetings with the child and/or with their parent/carer
- Being supported to complete or re-do tasks to the expected standard for the child*
- Modelling helpful behaviours to younger peers

* Note that the educational aspect of this consequence is paramount; this is not a 'detention' that is issued for the purposes of applying a sanction. The use of detention as a sanction is not considered compatible with the relational approach taken by staff at HSA and is not used in this school.

Significant unhelpful behaviour

When managing dangerous unhelpful behaviour, all staff will seek help as needed. All staff, recognizing collective responsibility, will offer help to a colleague managing a difficult or dangerous incident. It is expected that all staff will accept help, understanding when it is beneficial to hand over to a colleague and communicating this clearly. Staff will be mindful of the safety of all involved in the incident, including themselves. SLT will be mindful of the wellbeing of everyone in the dynamic.

The consequence for behaviour that is significantly disruptive, difficult or dangerous is that the child will see the Head Teacher or a member of SLT at an appropriate time to oversee protective and educational consequences. The need for SLT help in an emergency can be requested with the phrase “Please get the blue box”. This helps to maintain calm during the management of the dangerous behaviour.

This may also result in:

- A phone call and/or letter sent to parents/carers
- An Individual Risk Reduction Plan being written
- Discussion with parents/carers concerning any further steps that may support the child in avoiding an exclusion (e.g. with the express permission of the parent/carer, a reduced timetable may help where steps to prevent and address unhelpful behaviour have been exhausted with limited or no success).
- Additional support from Family Worker, SLT or SENCo
- A suspension or permanent exclusion from school (see below).

As a last resort, and in response to dangerous behaviour, physical intervention may be used in accordance with Therapeutic Thinking practice. *See section ‘physical intervention and searches’.*

3Rs - Reflect, Repair and Restore

Following any incident of significant unhelpful behaviour, circumstances allowing, we reflect, repair and restore by:

- Revisiting the experience with the child when they are calm, relaxed and reflective
- Spending time with an adult to purposefully repair the unhelpful behaviour (e.g. tidy a space that has been disrupted or listen to the feelings of others)
- Re-telling the story with an adult of what happened before, what the behaviour was, what the consequence was and the helpful choice they would choose next time. At all times, discussion about the incident will focus on the unhelpful behaviour (i.e. the act) and not the child.

Unforeseeable Behaviour

Unforeseeable behaviours are behaviours either not covered by this policy, never previously experienced, or so historic that reoccurrence was not predicted. Unforeseeable behaviours will be recognized as helpful, unsocial or unhelpful and managed accordingly.

Unforeseeable behaviours should be managed in line with this policy and in accordance with our responses to disruptive, difficult and dangerous behaviours.

For children with risk reduction or other behaviour plans, these will be adapted to include new behaviours. New behaviours causing concern will be shared with the DSL, SENCo, Family Worker or other professionals involved with the child as appropriate.

High-end emergency responses, such as calling the police, ambulance, evacuating the building, should be decided alongside the Headteacher. In the absence of the Headteacher, the Deputy or other member of SLT.

Reporting, Recording and Communication

Staff should report the following incidents on CPOMs on the same day:

- all difficult behaviour
- dangerous behaviour
- new behaviour giving cause for concern
- physical intervention

In addition, all staff follow the Safeguarding Policy.

The senior leaders must be informed of all dangerous behaviour on the same day. Staff are expected to record all incidents and their responses or actions to the behaviour on CPOMs. All difficult and dangerous behaviour is tracked by SLT.

Parents should be informed of all difficult or dangerous behaviour either in person or by telephone call on the same day. This should also be recorded on CPOMs as part of any actions. Parents should be informed of patterns of disruptive behaviour as soon as possible. Parents should be involved in the creation of Risk Reduction Plans and other adapted planning for behaviour, including reasonable adjustments.

Parents should be informed of the use of physical intervention by a member of SLT. This is also reportable to the governing body and external agencies as needed. All use of physical intervention is tracked and monitored by SLT.

Additional measures including Suspension and Exclusion

In cases where behaviours continue to escalate and effect the safety and learning of others, or children have been put at risk, a Risk Reduction/Behaviour Support plan will be put in place to prevent harm, improve behaviours and support the pupil.

In some instances, where it may be deemed that a child is unable to act safely, understand the severity of their actions or prevent themselves from repeating this behaviour, the school may use exclusion. Exclusions can be:

- Fixed-term Internal (children excluded from their classroom for a fixed period of time)
- Fixed-term Suspension (children to learn from home for a fixed period of time)
- Permanent exclusion from school

Behaviours which may lead to suspension and/or permanent exclusion:

- Actual or threatened physical aggression or violence
- Intent to cause physical harm
- Sexual violence, aggression, misconduct or harassment, including behaviours online

- Absconding
- Making malicious accusations against pupils, staff or members of the school community
- Possession of illegal or harmful drugs that may impact the safety of self and others
- Misuse of technology with the intent to cause harm or disruption to systems including: uploading viruses. Hacking systems, possession and/or distribution of pornographic/indecent materials, accessing and/or distributing radicalizing materials and online bullying
- Persistent or disruptive behaviour which negatively impacts the learning of others
- Deliberate or continuous damage to property, including overturning furniture or throwing classroom objects and equipment
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Targeted abuse against any protected category in the Equality Act (2010)
- Inappropriate use of social media or online technology
- Theft

The decision to exclude as a consequence will in all cases take account of the following factors and pay due regard to the Single Equality Duty as set out in the Equality Act (2010):

- the age and state of health of the child
- any particular circumstance unique to the child which might be taken into account in connection with behaviour, e.g. domestic circumstances, special educational needs
- the extent to which parental, peer or other pressure may have contributed to the behaviour
- the degree of severity of the behaviour
- the frequency of its occurrence
- the likelihood of it recurring
- whether the behaviour impaired or will impair the normal function of the student or other students in the school
- whether the behaviour constitutes a risk to the safety and wellbeing of other students or staff
- whether the incident was perpetrated by the child on her their own and the extent to which they bear responsibility as part of a group

Only the Headteacher can make the decision to externally exclude. In the absence of the Headteacher, the decision this will be designated to the Deputy Headteacher or Senior Leader.

When the decision to suspend has been made, parents will be contacted immediately. They will receive a letter to explain the circumstances around the incident upon their arrival to collect the child. The letter also details their rights and responsibilities following the exclusion. A re-integration meeting will be organised upon the child's return to school.

The letter to parents/carers is a formal legal document that will also provide the following information:

- The reasons for the exclusion
- The duration of the suspension, or the fact that the exclusion is permanent and the date from which it applies
- Parents' right to make representations about the exclusion to a named member of the Governing Body's Pupil Disciplinary Committee (PDC) and how the pupil may be involved in this
- How any representations should be made
- In circumstances where there is a legal requirement for the PDC to consider the exclusion, that parents have a right to attend the meeting, to be represented at the meeting (at their own expense) and to bring a friend.

Either in that letter, or separately, parents/carers must also be notified (again without delay) about:

- The legal requirement for them to ensure that an excluded child is not present in a public place during school hours without reasonable justification
- Sources of relevant free and impartial information (see Hertfordshire's guidance)
- Details of any alternative provision for full or (with the permission of parents/carers) part-time education.

If a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or Virtual School Headteacher, as applicable.

If a decision to suspend or permanently exclude a pupil is made, the Headteacher must also notify the local authority, without delay.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

After a period of fixed term exclusion - usually on the first morning after the exclusion has expired - a reintegration meeting will take place to review the incident/behaviour that led to the exclusion and so that the parent(s)/carer(s) and pupil (where appropriate) are clear as to the expectations of behaviour moving forward and to cover any special arrangements for the pupil being properly readmitted back into school.

We adhere to the DfE guidelines for exclusion (*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022*) and Hertfordshire County Council's current guidance - 'Exclusions Guidance Supplement'. These sets of guidance documents are revised and updated from time to time, so care must always be taken to ensure that the current

ones are being used. Parents/carers of an excluded pupil may also find the above sets of guidance of use

The Chair of Governors will be notified as soon as possible of any exclusions. The Governing Body will be notified of all exclusions via the Values and Well-Being Committee and through the Headteacher's Report.

Managed Moves and Alternative Provision

Exclusions guidance (referred to above) additionally provides detail about both managed moves and the school's right to direct a pupil to alternative provision.

A managed move is a voluntary formal agreement between two schools, parents/carers and a pupil, for the pupil to change school. It will not be used as a threat to avoid removing the pupil from their current school but is often used as an alternative strategy where there is a risk of permanent exclusion; where there is no prospect of success for the pupil in their current setting; and where all concerned agree that this is in the best interests of the pupil's education.

In contrast, school has the power (under S23(3) of the Education Act) to direct a pupil to be sent to another premises for their education. This provision will be used to support the improvement of behaviour and although the permission of parent(s)/carer(s) is not required, it will ordinarily be sought, to ensure that there is the greatest prospect of successful reintegration back into school once completed. The use of alternative provision is strictly time limited and there are clear guidelines about how it must operate, what information must be given to parent(s)/carer(s) and the process for monitoring success.

Physical Interventions and Searches

All staff who have legal control of pupils at HSA receive (Therapeutic Thinking) training in physical intervention to ensure that, where practiced, it is safe and appropriate.

Staff will use positive physical intervention to support pupils, including (but not limited to) the following ways:

- Open mitten (i.e. open hand with closed fingers) to guide a pupil to a safe area
- To give recognition, praise and/or to re-focus pupils (e.g. by a high five or a tap on the shoulder)
- To reassure a pupil if they are upset (e.g. by sitting close/next to the child or offering an alongside 'supportive hug').
- Hand over hand activities, which allow staff to model and support a pupil using a range of resources and equipment (e.g. guiding using scissors or PE equipment)
- Moving, handling and intimate care (e.g. nappy changing). Some children will have individual care plans where procedures are clearly highlighted.

Physical intervention is also used in the last instance after following all deescalation practice if a child is at risk of:

- Harming themselves (eg climbing on something unsafe)
- Harming others (eg hitting, kicking or biting)
- Damaging property (eg breaking a window)

Restrictive Physical Intervention

Every effort is taken to avoid the need for restrictive physical intervention (RPI), yet very occasionally incidents occur where a member of staff is required to use force intentionally to restrict a child's movements against their will. The use of RPI is permitted only in the following circumstances:

- to prevent a child from committing a criminal offence
- to prevent a child from seriously injuring self or others
- to prevent a child from causing serious damage to property

In all instances, staff are required to use their best judgement (i.e. dynamic risk assessment); to ensure that their action is necessary, reasonable and proportionate; and best maintains the safety and dignity for all concerned. Following any incident in which RPI is used, a written record must be made and stored on school internal recording system, and within 24 hours parents/carers must be notified. The record must include an assessment of ongoing risk, with advice sought if a repeat incident is assessed as being likely.

Search for and Confiscation of inappropriate items

Staff are able (under general powers to discipline) to search for and confiscate, retain or dispose of a pupil's property as a consequence of rule-breaking, so long as it is reasonable in the circumstances. The law protects the school from liability for damage to, or loss of, any confiscated item provided staff have acted lawfully. However, other than for items of very small value (such as sweets or stationery) no item will be retained permanently or disposed of by staff without the approval of the Head Teacher.

Staff also have the power to search without consent for 'prohibited items'. These include:

- weapons
- alcohol
- drugs
- stolen items
- tobacco or cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury/harm or damage to property.

Weapons, illegal drugs and child sexual abuse images that have been confiscated must always be turned over to the police, otherwise it is for staff to decide if and when to return a confiscated item. The Head Teacher (and staff authorised by them) can use such Physical Intervention as is reasonable in the circumstances when searching a pupil for 'prohibited items' outlined above (but it will not be used to search for items which are not allowed under school rules).

Staff also have the Head teacher's formal permission to seize or search electronic devices such as mobile phones to examine content, where there is good reason to do so and parental permission is not required to do this. Any images or posts relating to a suspected offence or an extreme or child sexual abuse images will be retained, and the device will be given to the police as soon as is reasonably practicable. Where there is no evidence to suspect a criminal offence (in the view of the teacher) they have the discretion to delete material or to retain it as evidence of a breach of school discipline, particularly breaches of the school's anti-bullying policy (also see the Online Safety Policy, for Guidance on the Process for Responding to Cyber Bullying Incidents).

Bullying

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behavioural change by all members of the school community. We take the issue of bullying very seriously and work with all members of our school community so that they know:

What the school means by bullying
Why bullying is totally unacceptable
How we address bullying
What support there is for those who have been bullied or those who bully as well as consequences for those who bully

Managing Unhelpful Behaviour Beyond the School Gate

Managing Unhelpful Behaviour beyond the school gate covers the school's response to all non-criminal unhelpful behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

This may include any unhelpful behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or behaviour that, regardless of the above:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child

involved will be contacted and invited into school to discuss the matter. Parental support will be sought for consequences which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.