Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Hill Top Academy
Behaviour and Relationships Policy

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Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	June 2024	R Macleod	New Policy
V2	July 2025	R Austwick	Sections have been outdated to reflect the Trust behaviour strategy: Section 1- introduction added Section 2- aims added Section 4- positive regard added as part of culture Section 5- roles and responsibilities updated to include governance Section 7.3 prohibited items added Section 7.4 removal from classroom added Section 7.18 positive handling updated to include legal guidance Section 8. Bullying added Section 9. Child on child abuse added Section 10. SEND procedures added Section 12. Investigating incidents added Section 13. Investigating incidents including pupil searches added Appendix 6 and 6- investigating bullying forms added
V3	April 26	M Copestick	Updated to reflect new DFE guidance 'Use of reasonable force and restrictive interventions in schools' 2026 8.14 - updated guidance re 'seclusion' 8.17 - Positive handling updated to restrictive interventions. Reference added to requirement to advise parents/carers in writing 14.2 - reference made to pastoral support to be provided following significant incidents 19.1 - reference made to LGB members monitoring data of restrictive practices for pupils with protected characteristics (e.g. SEND) Appendix 1: 'Restrictive Intervention' replaces 'Team Teach' Added section for 'seclusion duration' Pupil and staff debrief added Appendix 2 added - Template letter following a restrictive intervention

V4	July 26	M Copestick	Section 1 - Added references to statutory guidance Section 8.9 – included assessment of risk for a pupil carrying or suspected of carrying prohibited items Section 8.17 – Prohibition off a 'no contact' policy Added 'in writing' to parental notification of restrictive intervention Added academy responsibilities for pupil record keeping and oversight of restrictive practices to prevent disproportionate use Added '***Pupils must not be restrained in a way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.'*** Section 11 – Added misogyny Section 12 – Added list of types of child-on-child abuse Section 14.6 – Staff duty to report concerns about weapons included Appendix 1- Added dates recorded on CPOMS and Arbor / MIS for restrictive interventions Appendix 3 – Added '***Pupils must not be restrained in a way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.'***

Policy Reviewed: September 2026

Signed Chief B.A. Nixon **Executive Officer:**

Signed Chair of Pat Hogan **Directors:**

Policy to be reviewed in September 2027

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1. Purpose and Scope of the Policy

This policy aims to foster high behavioural expectations, creating safe and supportive learning environments across its academies. This policy outlines expected behavioural standards, interventions for poor behaviour, and sanctions for non-adherence. It also includes anti-bullying measures. It should be read with the Trust's exclusions and suspensions policy, promoting an environment where all can thrive through collaboration.

Legislation and Statutory Guidance:

The following legislation and guidance have been considered when writing this policy:

- Keeping Children Safe in Education (DFE, 2026)
- Behaviour in schools, advice for headteachers and school staff (DFE, 2024)
- Searching, screening and confiscation (DFE, 2022)
- Working together to safeguard children (UK Gov, 2026)
- Use of reasonable force and restrictive interventions in schools (DFE, 2026)
- Suspensions and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DFE, 2026)
- Special educational needs and disability code of practice: 0 to 25 years (DFE, 2014 – updated 2024)
- Equality Act 2010: advice for schools (DFE, 2014)
- Children's wellbeing and schools act (DFE, 2026)
- Supporting pupils with medical conditions at school (DFE)

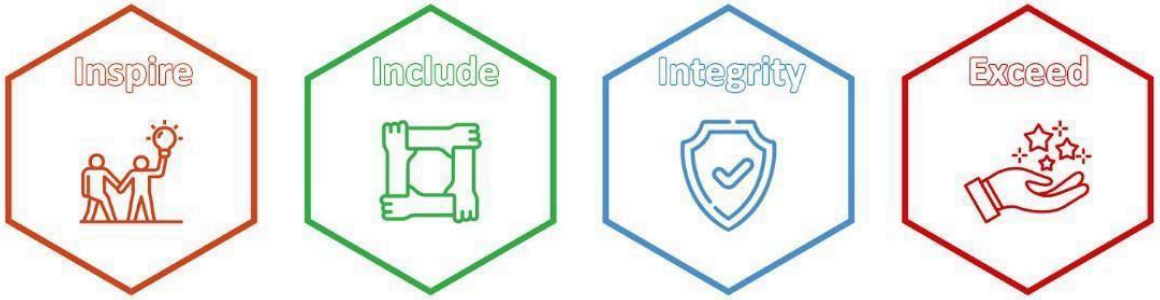
2. Vision and aims

Every Child, Every Chance, Every Day!

Our shared vision is:
'To equip young people with the knowledge, skills and mindset to thrive and then take on the world!'

Our Aims:

- Create a holistic environment where exemplary behaviour enables everyone to feel secure, respected and able to learn without limits.
- Foster a stimulating, purposeful learning culture through collaboration so all pupils thrive.
- Promote caring, tolerant attitudes that celebrate diversity and achievement. ● Encourage independence, self-awareness and positive health and wellbeing.
- Embed a culture of positive behaviour using relational practice alongside clear, staged consequences, sanctions and rewards.



Our behaviour aims link directly to each aspect of our Trust values. However, this is mostly relevant for 'Include'. We are concerned about achieving equitable, diverse and quality education for all pupils.

3. Guiding principles

- Pupil centred- Every decision, resource and minute in school is focused on improving learning, wellbeing and long-term life chances for pupils. We prioritise safe, predictable routines and high-quality instruction so pupils can flourish.
- Unconditional positive regard- Staff accept and value each pupil without preconditions. We separate behaviour from identity, respond to needs before sanctions where possible and treat pupils with dignity at every interaction.
- Restorative culture- We seek to repair harm, restore relationships and rebuild trust. Restorative conversations are the default response to conflict and low-level misconduct unless immediate safety requires otherwise.

- High expectations and equity- We hold high expectations for behaviour and achievement for all pupils while recognising structural and individual barriers. Equity requires that we apply rules consistently and make reasonable adjustments to remove disadvantage.
- Prevention first- A motivating, inclusive curriculum, predictable routines, and positive relationships are the primary tools for preventing poor behaviour. Sanctions are proportionate and used transparently when needed.

4. Our Academy Rules

The academy has four Be Rules, but the aim of the policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the academy community in aiming to allow everyone to work.

We will always:

1. **Be Safe**
2. **Be Kind**
3. **Be Respectful**
4. **Be Ready**



We expect every member of the academy community to behave in a considerate way towards others. The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation leading to intrinsic motivation by all. Regular assemblies, PSHE lessons and Circle Time also reinforce the message of making the right choices because this makes us good citizens within our community together in an effective and considerate way

5. Roles and Responsibilities

5.1 Principal

Each academy principal with support from their senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well-led and effectively managed, and that staff regularly and effectively self-evaluate their behaviour management strategies. The principal will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully, and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics.

The principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

5.2 Staff

All staff will:

- Communicate the contents of this policy to all pupils and parents to ensure that the Trust's expectations are transparent to all pupils and parents, and that expectations of and responses to behaviour are consistent, fair, proportionate and predictable. Staff will do this by routinely reminding pupils of expectations.

- Apply this policy fairly, consistently, proportionately and without discrimination, taking into account SEND, as well as the additional challenges that some vulnerable pupils may face.
- Make reasonable adjustments for disabled pupils, as required.
- Promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons, whatever their level of ability or need.
- Model positive behaviour.
- Not tolerate disruption to teaching, learning or school routines, and take proportionate action to restore acceptable standards of behaviour.
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Record incidents of poor behaviour and any given sanctions in the pupil's behavioural log.
- Provide praise and rewards, and reinforce positive behaviour;
- Deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively. Focus on de-escalation and preventative strategies rather than being solely reactive.
- Consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils.
- Contribute to the development of systems which support and reinforce positive behaviour.
- Recognise that there may be contributory factors which affect pupils' behaviour and respond according to individual need.
- Identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support.

5.3 Pupils/students

All pupils/students must:

- Demonstrate unconditional care and compassion.
- Consistently follow and model the academy values and enable a positive climate for learning by following the academy expectations and showing good learning behaviours.
- Make a positive impact in the academy community and beyond through taking responsibility for their behaviours, actions and voice.

5.4 Parents, carers and guardians

All parents, carers and guardians must:

- Help their child understand appropriate behaviours, academy values and expectations.
- Encourage independence and support children's progress and development enabling positive self-image and pride in their achievements.
- Through positive relationships within the academy community, support a safe environment that prepares and ensures that pupils/students are ready for learning everyday.

6. Key Principles into practice

6.1 Curriculum

- Engaging pupils/students with learning is key. Offering a well-planned and personalised curriculum which inspires all learners is a fundamental preventative measure. As is ensuring that the curriculum consistently supports pupils'/students' health and wellbeing. We use a wide range of strategies to

increase pupil/student engagement such as collaborative learning activities, promoting oracy in lessons and enabling pupils/students to shape and lead their learning.

6.2 Environment

- The environment gives clear messages to pupils/students about the extent to which they and their efforts are valued. At Exceed Learning Partnership academies, we have set expectations of our environment in order to ensure practice is consistent.
- Within the environment children should be able to view the class rules and the academy values, as both will act as a reminder for the expected standards

6.3 Values

- Our values underpin our approach to behaviour. Conversations about behaviour with pupils/students and staff should always refer back to the values. We focus our communication on efforts and values shown, as opposed to achievements.

6.4 Relationships

- Positive relationships are key. Staff must be a constant presence around the academies, in-between classes, during breaks in the school day, and at lunch times in order to ensure that pupils/students are using the academy grounds respectfully and behaving appropriately. This will also support the building of positive relationships outside the classroom.
- When dealing with poor behaviour, we keep relationships in tact by focussing on the behaviour and not the pupil/student.

6.5 Consistency

- Consistent adult behaviours will lead to pupils/students consistently conforming to our expectations.
- A truly sustainable consistent approach does not come from a toolkit of strategies, but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.
- At our academies we model consistency through the enactment of our behaviour blueprints
- Language and response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Follow up: Ensuring ‘certainty’ at the classroom, leadership and whole school level. Never passing problems up the line, teachers taking responsibility, and being empowered, for behaviour interventions, seeking support but never delegating.
- Consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

6.6 Motivation

- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we

need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils/students put into demonstrating good behaviour and developing good relationships.

- Ways in which we recognise positive behaviour are individualised to each academy, but could include: a) Weekly certificates
  b) Phone calls home
  c) Sharing excellent learning with others
  d) good news postcards
  e) Proud awards
  f) gold, silver and bronze badges
  g) Achievement points
- The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.
- For a minority of children, they may need more incentive and support to behave well. In these circumstances individual adjustments may be used, with a focus on earning a reward for behaving appropriately

6.7 De-escalation

- De-escalation of inappropriate pupil/student behaviour by staff avoids low level behaviours escalating and becoming more serious. For the vast majority of pupils/students, a gentle reminder may be all that is needed.
- For some pupils, de-escalation strategies would be recorded in their individual behaviour plan.
- When pupils/students are behaving in a way that is not appropriate, staff should use arrange of strategies to support so that the pupil/student can get back on track without giving attention to the negative behaviour.
- Across our academies we use a range of strategies including:
  a) Re-direction
  b) Distraction
  c) Humour
  d) Non-verbal cues
  e) Remaining calm, consistent and fair
  f) Paying attention to the right behaviours

6.8 Language

- At our academies we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil/student.
- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Correcting poor behaviour choices should be a private conversation to protect the dignity of the individual.
- Our language should promote responsibility through developing a growth mindset approach, providing choices and understanding consequences

6.9 Routines

- Across our academies we teach the behaviours we want to see and practise these regularly with the pupils/students so they are clear about the expectations of them.
- Core routines at our academies include:
  a) How we walk around the academy
  b) Movement during transition periods e.g., carpet to tables, playground to classroom, corridors etc.
  c) Whole school hand signal for regaining class/group attention

7. Our Learning Pedagogy

Our learning characters establish an expectation for positive behaviour. This is developed into a behaviour curriculum. This curriculum is progressive and supports children to develop positive attitudes to learning. Our pedagogy is designed based on six core characters. An overview of each is given below:

Motivated Max



A motivated learner...

- Is ready for a challenge
- Is excited by learning new things
- Wants to achieve
- Can't wait to 'get stuck in'
- Believes in their abilities
- Learns because they WANT to, not because they HAVE to

Inquisitive Isaac

An inquisitive learner...

- Asks lots of questions
- Is ready to discover new things
- Takes ownership of their learning – wants to know more!
- Is curious
- Is active in finding their own knowledge
- Is always wondering 'WHY?' 'HOW?'
- Knows its ok to be wrong or have their opinions questioned by others



Creative Caleb

Creative



A creative learner...

- Likes to try doing things in lots of different ways
- Enjoys expressing their learning and their passions
- Thinks of more than one way to solve a problem
- Has the courage to take risks
- Is energetic but focused

Resilient Ruby

Resilient



A resilient learner...

- Will never give up
- Is kind to themselves even when they are struggling
- Understands that making mistakes is part of high quality learning
- Is fearless
- Says 'I can do this' 'I know that I will be successful'
- Believes in themselves

Reflective Rosie



A reflective learner...

- Looks back at their work and considers what went well
- Makes changes and improvements
- Can talk about situations or feelings that may be difficult and think of how things could have been dealt with in a better way
- Think about what they already know
- Plan what to do next
- Support others in talking about their learning

Collaborative Cooper



A collaborative learner...

- Can work with anyone
- Understands what it means to be part of a team
- Works successfully with others to reach a shared g
- Speaks kindly and positively, they encourage other
- Always gets involved
- Takes turn to speak and to listen
- Shares responsibility with others

8. Staged Approach to Managing Behaviour

8.1 Outline

This section outlines the steps an adult should take to deal with poor behaviour. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils/students which, in turn, results in all pupils/students being treated fairly. Staff should always use a measured, calm approach; referring to the pupil/student by name; lowering themselves to the pupil's/student's physical level (where appropriate) making eye contact; delivering the required message; and then leaving the conversation to allow the pupil/student 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which pupils/students sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The academy will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident, and due consideration will be given to the pupil's age, any special educational needs or disability, and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The academy uses a range of sanctions in response to incidents of poor behaviour.

8.2 Response to behaviour

Step	Possible scenarios/behaviours	Response
Reminder	Fiddling/talking whilst someone else is speaking/swinging on chair/calling out/unkind words/improper use of equipment/disturbing learning/ refusal	De-escalation tactics e.g., move into the pupil's/student's view, use non-verbal cues, Rule reminders – use script Praise those who are doing the right thing Re-engage through re-direction Provide take up time ***I noticed you chose to . . .*** ***This is a reminder that we need to . . . (refer to class rule or value)*** ***Make a better choice please*** ***Thank you***

Warning	Behaviours continue	Continue with de-escalation tactics and provide take up time I noticed you chose to . . . ***If you choose to continue then you will owe 5 minutes.*** ***Do you remember when you (give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice. Thank you.***
Follow up	Behaviours continue	Child needs a short period of reflection time (somewhere in the classroom/a paired class) 5/10 minutes sitting alone to calm and reflect Reflection time should be made up during play/lunch ***I noticed you . . .*** ***You now need to . . .*** ***We can then speak in 5 minutes.*** ***Thank you*** For regular occurrences:
		• Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support. • Begin monitoring to identify areas of concern / possible causes/ appropriate targets. • Parents contacted by teacher to inform them that behaviour is a cause for concern

Follow up	Behaviours escalate • Offensive vocabulary Repeatedly disturbing the learning for many • High levels of aggression/emotion	Child needs to learn somewhere else Teacher to provide learning Teacher to discuss with leadership appropriate consequence – could be the removal of a privilege/social time ***I noticed you . . .*** ***You will now need to learn away from our classroom*** ***I will speak to you about this . . .*** For regular occurrences: • Discussion with Phase Lead / SENCO / Principal as appropriate. • Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident. • Meeting with parents to investigate possible causes / alternative strategies i.e., parents working alongside pupil/student, reduced school day, etc. • Consider referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.
Repair		Follow up using restorative questions • ***What happened? (Neutral, dispassionate language.)*** • ***What were you feeling at the time?*** • ***How do you feel now?*** • ***How did this make other people feel?*** • ***Who has been affected? What should we do to put things right? How can we do things differently?***
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. Some behaviours may result in an immediate need for follow up. At our academies, these behaviours include: • Hurting someone else • Causing damage to school property • Inappropriate language		

8.3 Academy staff aim to work in cooperation with parents to understand the reasons behind the pupils behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the academy and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future, and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the virtual school head for looked-after children, regarding pupils' behaviour, when necessary.

The academy encourages restorative justice, and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

The academy will also consider whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the academy's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case, they will consider whether a multiagency assessment is necessary.

Under no circumstances will illegal or inappropriate items be tolerated in the academy, and all pupils will respect and look after the academy premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and, possibly, in suspension or exclusion, depending on the circumstances:

- Verbal abuse to staff and others.
- Verbal abuse to pupils.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on pupils.
- Any form of bullying (to the extent not covered above).
- Indecent behaviour.
- Damage to property.
- Gambling on academy property.
- Recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- Consuming, carrying, supplying or misusing illegal drugs and alcohol and other substances, including legal highs.
- Carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Malicious allegations against staff.
- Racist, sexist, homophobic or other forms of discriminatory behaviour.
- Persistent truancy/lateness.
- Possession of items prohibited under the academy rules

Prohibited and banned items: Please refer to the DfE guidance: Searching, screening and confiscation: Advice for schools (2022) accessed via:
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
According to the DfE, prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images in our academy

Academy Banned items:

- Electronic cigarettes including vapes
- Chewing gum
- Flammable items such as spray deodorant / hair products
- Energy drinks and high sugar confectionary
- Mobile Phones

8.4 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. This may be implemented as part of a **formal internal suspension**. Parents will be notified of formal processes involving an extended period of removal from a classroom. Reasons for removal are:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom, and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, and sets out clear behavioural expectations and the consequences of failing to comply.

8.4.1 Seclusion

Seclusion is 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. All incidents involving the use of seclusion must be recorded and reported as detailed in paragraph 8.17.

8.6 Permanent exclusion will only be used as a sanction of last resort in response to a serious breach or persistent breaches of this behaviour policy, and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy. The academy will follow the

Trust's exclusions policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

8.7 Off-site misbehaviour

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

- Taking part in any academy-organised or academy-related activity (e.g. academy trips)
- Travelling to or from the academy
- Wearing the academy uniform
- In any other way identifiable as a pupil of the academy

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

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil/student
- Could adversely affect the reputation of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member (e.g. on an academy-organised trip).

8.8 Online misbehaviour

- The academy can issue behaviour sanctions to pupils/students for online misbehaviour when:
- It poses a threat or causes harm to another pupil/student
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy
- Sanctions will only be given out on academy premises or elsewhere when the pupil/student is under the lawful control of a staff member.

8.9 Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Principal or a member of the Senior Leadership Team will make the report. The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.
- Where criminal behaviour is suspected the academy will assess the level of risk and take appropriate steps to reduce risk where necessary. This includes the carrying or suspected carrying of prohibited items. (see 15.5)

8.10 Malicious allegations

- Where a pupil/student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this strategy.
- Where a pupil/student makes an allegation of sexual violence or sexual harassment against another pupil/student and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil/student in accordance with this strategy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil/student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The academy will also consider the pastoral needs of staff and pupils/students accused of misconduct

8.11 Zero tolerance approach to sexual harassment and sexual violence

- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be: a). Proportionate
  b). Considered
  c). Supportive
  d). Decided on a case-by-case basis
- The trust/academy have procedures in place to respond to any allegations or concerns regarding a child's/young person's safety or wellbeing. These include clear processes for:
  a). Responding to a report
  b). Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care - Report to the police
- Please refer to Trust/academy child protection and safeguarding strategy for more information.

8.12 Repeated or persistent misbehaviour

- At Exceed Learning Partnership's academies, we are aware that there are experiences in academies that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home or at school, special educational needs or attachment difficulties.
- Therefore, we record inappropriate behaviours on CPOMs, so we can:
  a) Increase our awareness and identify patterns
  b) Recognise potentially disruptive situations and attempt to minimise them
  c) Target key pupils/students for the appropriate intervention
- Senior leaders in the academy will regularly analyse data linked to behaviour to inform their actions across the academy.

8.13 Consequences

- Consequences should:
  a) Be linked to the behaviour and be reasonable and proportionate in response to the action
  b) Make it clear that unacceptable behaviour affects others and is taken seriously

c) Not apply to a whole group for the activities of individuals
d) Be consistently applied by all staff to help to ensure that pupils/students and staff feel supported and secure.

8.14 Discrimination towards protected characteristics

- At Exceed Learning Partnership's academies, we take any behaviour of a discriminative and offensive nature towards the 9 protected characteristics (whether intended or in 'jest') extremely seriously and is not tolerated.

  The protected characteristics are:

  a) Age
  b) Disability
  c) Gender reassignment
  d) Marriage and civil partnership
  e) Pregnancy and maternity
  f) Race
  g) Religion and belief
  h) Sex
  i) Sexual orientation
- Behaviour of this nature will be dealt with by an appropriate member of staff, in the Primary academies this would usually be the Principal or Vice Principal, who will fully investigate the incident.
- Support will be provided for the victim immediately and restorative work between the victim and the perpetrator to take place when appropriate. The victim's voice including wishes and feelings will be captured and recorded.
- The senior leader will make contact with the families of those involved and inform them of the incident and the outcome.
- The incident will be recorded on the pupil's/student's file via CPOMs and the Trust Leaders will be informed. If this behaviour is repeated, then a meeting with parents and Trust Leaders may be arranged to discuss the seriousness of the behaviour.

8.15 Inclusion

- Whilst all children identified with SEN and/or disabilities are covered under this behaviour strategy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils/students.
- Pupils/students with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors. Responses to these difficulties should be supported and planned as part of a multi professional approach within schools.

8.16 Restorative practice

- A restorative approach enables the academy to resolve conflicts, improve behaviour and develop wellrounded individuals.

- The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.
- Restorative justice techniques are used to positively resolve conflict that arises in the classroom and the playground in order to uphold a positive learning climate.
- This should take the form of a coaching conversation. It should take place at the earliest opportunity, before the two parties are scheduled to meet again.
- Staff will have a script for the restorative conversation that they feel comfortable with.
  An example of a script for a restorative conversation is:
  a) What happened and why they made the choice to behave like that?
  b) Who was affected by their behaviour?
  c) What could have been done differently, what would they do to avoid the same situation happening again?
  d) What you could the other party have done differently?
  e) Agree strategies, goals, targets for the future

8.17 -Restrictive interventions

Restrictive interventions is the term used to describe any means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the principal has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force and restrictive interventions to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises, i.e. on a school trip. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions, staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where restrictive interventions have been implemented must be correctly recorded and reported. This includes completing the restrictive intervention record (appendix 1) and advising parents in writing where reasonable force has been used. Parents must be advised in writing as soon as is practicable, this should be no later than the end of the academy day.
In accordance with DFE guidance, 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.

The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent.

Whenever physical intervention/restraint is used the incident must be recorded using the incident recording log format *(see appendix 2)* All staff involved in the incident (including witnesses) must contribute to the record and the report must be completed as a matter of urgency (by the end of the academy day at the latest). Parents will always be informed. Incidents that require the use of physical interventions/restraints can be very upsetting to all involved and may result in injuries to pupils/students or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase.

Pupils should be given time and space to calm down after an incident and when ready, reintegrated back into their timetable as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils/students are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require it other than basic first aid. All injuries should be reported and recorded on an accident form and in the accident log book.

All staff using physical restraint as part of their daily role will be appropriately trained and will refresh this training on a regular basis. Where a pupil/student has been restrained a 'positive handling plan' will be written to support future behaviour

The Academy does not operate a "no contact" policy. In line with Department for Education (DfE) guidelines, staff are fully supported and empowered to use professional judgement, appropriate physical contact, and reasonable force when necessary to protect pupils, prevent injury, or maintain a safe learning environment.

Records of physical intervention or restrictive practice must be recorded against the pupil's records on CPOMS using the Log (Appendix 1). In addition to this, the academy keeps a record of all physical interventions enabling them, the trust and the Local Governing Body to discharge their oversight responsibilities and identify disproportionate use on pupils with SEND.

Pupils must not be restrained in a way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.

9. Our behaviour blueprint

The behaviour blueprint outlines our approach to behaviour and supports us to train staff and pupils about our expectations



10. Our approach to managing behaviour during unstructured times

10.1 During break times, pupils are expected to:

- Walk sensibly around the building and playground.
- Use equipment safely and share resources.
- Include others and seek adult help to resolve disagreements.
- Follow the academy rules: Be Safe, Be Kind, Be Respectful, Be Ready.

Rewards:

- Verbal praise from staff on duty
- Team or class points
- Recognition in proud celebration assemblies

Consequences:

- Reminder of expectations
- Time out with a member of staff
- Loss of part of break time
- Follow-up restorative conversation

10.2 During lunch times, pupils are expected to:

- Use good table manners and follow dining hall routines.
- Speak respectfully to peers and staff.
- Clear away their area and look after equipment.
- Play safely and inclusively outdoors.

Rewards:

- Lunchtime certificates or stickers
- House points / team points
- Positive messages passed to class teachers

Consequences:

- Reminder and redirection
- Time spent reflecting with a lunchtime supervisor
- Missed social time
- Communication with class teacher or phase leader

11. Bullying

The academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. Bullying is defined as the repetitive intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect), cyberbullying and misogyny.

The academy wants to make sure that all pupils feel safe in the academies and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, online or written means, and can be directed at both staff and pupils. The Trust practises a preventative strategy to reduce the chances of bullying, and the Trust's anti-bullying strategy is instilled in the Trust's curriculum through the active development of pupils' social, emotional and behavioural skills, assemblies, and is embedded in daily academy life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the [respective] academy will:

- Take it seriously.
- Investigate as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the principal.
- Provide support and reassurance to the victim.
- Make it clear to the bully that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.

- Discuss the matter with both parties, bring them together, and insist on the perpetrator seeing the other person's point of view; sometimes the no-blame approach is used, sometimes negotiation, and sometimes sanctions.
- Ensure that if a sanction is used it will correlate to the seriousness of the incident and the bully will be told why it is being used.
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

12. Child on child abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Trust will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Child on child abuse can include:

1. Bullying and Cyberbullying
   - **Physical, Verbal, and Emotional Bullying:** Repeated, intentional harm inflicted by an individual or group against another child.
   - **Cyberbullying:** Targeted harassment via text, social media, messaging apps, gaming platforms, or emails.
   - **Prejudice-Based Bullying:** Bullying explicitly motivated by perceived differences or protected characteristics, including racism, homophobia, biphobia, transphobia, and discrimination based on religion, disability, or health conditions.
2. Harmful Sexual Behaviour (HSB)
   - **Sexual Violence:** Severe acts including rape, assault by penetration, and sexual assault.
   - **Sexual Harassment:** Non-physical or physical behaviours such as sexual jokes, catcalling, online sexual harassment, upskirting, or unwanted physical contact (e.g., grabbing clothes, breasts, or genitalia, pulling down trousers, or flicking bras).
   - **Image-Based Abuse:** The consensual or non-consensual creation, sharing, or distribution of nudes, semi-nudes, or youth-produced sexual imagery. This includes modern digital risks like **AI-generated deepfakes**.
3. Physical Abuse
   - Direct physical harm inflicted on a peer, including hitting, kicking, shaking, biting, hair-pulling, or the explicit threat of physical violence.
4. Teenage Relationship Abuse
   - Abuse occurring within intimate personal relationships between pupils. This includes emotional manipulation, coercive control, tracking/stalking, and physical or sexual violence between dating peers.
5. Initiation and Hazing Rituals
   - Humiliating, abusive, or dangerous activities used as a "rite of passage" or requirement for a pupil to be initiated or accepted into a peer group, sports team, or social circle.
6. Serious Violence and Weapon-Related Behaviour
   - Engaging in coordinated violent activities, gang-related behaviour, or carrying/threatening the use of an offensive weapon (such as a knife).

13. Special Educational Needs and/or disabilities

13. 1 In the context of this policy, a child is considered to have SEND if they:

- Have difficulties in learning which are significantly greater than the majority of other pupils of the same age.
- Have a disability which prevents or limits them from accessing the curriculum.
- Have behavioural, emotional or social difficulties which impact adversely on their learning and progress.

13.2 The academy is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the academy will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities, and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The Trust will not assume that because a pupil has SEND it must have affected their behaviour on a particular occasion — this is a question of judgement for the academy on the facts of the situation.

13.3 An individual behaviour plan will be used for children with SEND whose condition causes them to display challenging behaviour, and advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

13.4 The academy will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema. ● Training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities or mental health needs may, at times, affect a pupil's behaviour. Where relevant, engagement with experts such as educational psychologists, and other support staff such as counsellors and mental health support teams, can help to inform effective implementation of this policy.

14. Investigating incidents

14.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together.

14.2 Where it is deemed by leaders to be appropriate, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. However, if deemed to be not appropriate, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw, and the member of staff will make a note of the response. Any questions raised by staff will be open

and non-leading. If the police wish to question the pupil, the academy will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

Pastoral support will be provided to any pupils who have witnessed a significant incident involving force or seclusion.

14.3 The Trust uses closed circuit television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction.

14.4 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

14.5 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

14.6 If staff have concerns about a child using, carrying, or expressing intent to use a weapon this must be reported to the Designated Safeguarding Lead or the Academy Principal immediately.

15. Investigating incidents linked to safeguarding

15.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by each academy principal or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened; this includes the individual needs or learning difficulties of pupils with special educational needs (SEN), and making reasonable adjustments that may be required where a pupil has a disability.

15.2 Each academy principal or designated senior leader will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff, with support from the designated safeguarding lead (or deputy). Each academy principal or designated leader will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not cooperating, so that these trained staff can support and advise other members of staff if this situation arises.

15.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the academy rules, or are evidence in relation to an offence, and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction, so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a punishment and is protected from liability for damage to or loss of any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

15.4 A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the academy rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place, and give them the opportunity to ask any

questions. If the pupil refuses to give permission, the academy may impose a sanction for failing to follow a reasonable instruction.

15.5 Each academy principal and other members of staff authorised by them have the power to search a pupil without the pupil's consent if they suspect they are in possession of prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk, without delay. Prohibited items that can be searched for without consent include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- E-cigarettes, tobacco and/or cigarette papers.
- Fireworks.
- Pornographic images.
- Articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to or damage to property of any person (including the pupil).

15.6 A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the academy rules. Before using reasonable force, the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

15.7 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately, and where it is not reasonably practicable to summon another member of staff.

15.8 When conducting a search, pupils must not be required to remove any clothing other than outer clothing. Outer clothing is [defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

15.9 Strip searches (a search involving the removal of more than outer clothing) on academy premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, academy staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the academy, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and academy principal, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

15.10 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

15.11 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device. and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and seminudes when managing these issues.

16. Suspensions and Exclusions

This is defined in our Suspensions and Exclusions Policy

17. Approaches to supporting pupils with behavioural needs

At Hill Top Academy we use a graduated, supportive approach to behaviour. Support may include:

- Individual Behaviour Plans
- Pastoral or nurture interventions
- Small group social skills work
- Mentoring with a trusted adult
- Adapted timetables where appropriate
- Close liaison with parents and carers
- Involvement of external agencies such as Behaviour Support, Educational Psychology, ASCETTs or CAMHS

Interventions are regularly reviewed and adjusted in response to pupil progress and need.

	Types of behaviour witnessed (These are examples rather than an exhaustive and definitive list)	**Possible Consequences**	**Actions**
Stage 1	Not following instructions. Talking during listening time. Not engaged in learning. Distracting peers. Shouting out	Positive reminders. Gestures. Warning. Yellow card. Cue cards. Learning pitch check	No further action if these behaviours cease.
Stage 2	Persistent low level from stage 1. Disruption in class. Rudeness to staff. Inappropriate language. Repeated refusal to join in learning. Leaving the classroom without permission,	Missed break times. Time out/ time in. Restorative conversations. Completing any missed learning. Restorative practice e.g. letters of apology	Internally logged/ monitored, SLT made aware Teacher to contact home to discuss concerns.
Stage 3	Persistent behaviours from stage 2. Damaging learning. Persistent inappropriate language used. Aggressive behaviour	Short term removal e.g. one lesson Detention Behaviour plan Contact with parents SLT involvement,	Incident recorded on C-POMS Meeting with parents/carers, teachers and SLT Involvement of external agencies and pastoral staff
Stage 4	Use of homophobic, transphobic, racial language. More aggressive behaviour towards staff and pupils. Severe disruption to learning of peers. Dangerous behaviour	Behaviour contract with parents and academy Internal suspensions (e.g. removal for a longer period of time, missed breaks for a week)	Serious incident recorded on C-POMS Meeting with parents/carers, teachers and Principal Risk assessment in place Involvement of external agencies and pastoral staff

Stage 5	Persistent, severe disruption to peers' learning. Physical Assault against a pupil or adult. Bullying. Verbal abuse or threatening behaviour against an adult or pupil. Deliberate, severe damage to property. Use or threat or use of an offensive weapon or prohibited item. Racist abuse. Abuse related to disability. Abuse against sexual orientation or gender assignment.	Suspension Fixed Term suspension. Exclusion Managed moves	Recorded on C-Poms Meeting with parents/carers, teachers and Principal Notifying Local Authority Involvement of CEO/ Local Governing Body.

18. Rewards and Celebration

At Hill Top Academy, we believe recognising effort, improvement and positive choices builds self-esteem and reinforces our values.

Rewards and celebrations include:

- Weekly celebration assembly certificates
- Principal awards
- House points / team points
- Class reward systems
- Positive phone calls, texts or postcards home
- Displaying excellent work
- Termly recognition events

19. Conclusions

19.1 Monitoring arrangements

- The Principal is responsible for reporting to the local governing board on how the strategy is being enforced and upheld, via the termly report.
- The governors are in turn responsible for monitoring the effectiveness of the strategy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.
- The strategy is reviewed every 12 months, in consultation with key stakeholders across the Trust.
- Senior leaders will ensure the following data is recorded so that it can be shared with Governors and Trust Leaders (Governors will monitor this data to identify any disproportionate use of restrictive interventions related to protected characteristics,e.g. SEND):

1. Permanent Exclusion
2. Suspensions (number of sessions)
3. Internal suspensions
4. Individual Behaviour Plans
5. Stage 5 behaviour incidents

6. Stage 4 behaviour incidents
7. Stage 3 behaviour incidents
8. Stage 2 behaviour incidents
9. AP school commissioned
10. AP LA commissioned
11. External Behaviour Support Services
12. Restrictive interventions
13. Bullying with the sub categories:

- Bullying-total founded incidents
- Reported incidents including unfounded
- Of which are Racist incidents
- Of which are Homophobic incidents
- Of which are Physical incidents
- Of which are Cyber bullying incidents
- Of which are Sexual incidents - harmful
- Of which are Sexual incidents - problematic
- Of which are Verbal incidents
- Unsubstantiated bullying incidents

Appendix 1: Record of incident requiring restrictive intervention

NAME OF ACADEMY

RECORD OF INCIDENT REQUIRING RESTRICTIVE INTERVENTION

Name of Pupil:	**DOB:**	**SEND Code:**	**Date:**
Time of incident: Start:	**Finish:**	**Duration of ~~hold~~ restrictive intervention:**	
Person recording incident:	**Incident Book No and Page:**		
Location of incident:			

De-escalation techniques used (number in order used):							
Verbal advice:		Verbal Support:		Distraction:		Transfer to new adult:	
Time our directed:		Alternative offered:		Step away:		Limited choices:	
Calm Taking:		Space given:		Direction given:		Success reminder:	
Humour:		Reassurance:		Planned ignoring:		Consequence reminder:	
Help Script:		Supportive touch:		Simple listening:		Removing audience:	
Apologising:		Agreeing:		Acknowledgement:		Other:	
Response to de-escalation: Positive: Negative:							

Reason for intervention (Actual – A / Threat – T):				
Injury to self:	A/T	Criminal Offence:	A/T	Other: _____
Injury to staff / pupil:	A/T	Serious disruption	A/T	

Medical intervention:
Breathing monitored during incident: Y/N Circulation monitored during incident Y/N
Injuries to staff/pupil Y/N Air1 No: _____
If yes, what? _____ If yes, what? _____

Restrictive intervention used in intervention (number in order used):							
Help Hug:		Cradle:		Friendly hold:		T Wrap:	

Single elbow:		Double elbow:		Face:		Figure of four:	
Guided escort:		Other:			Seclusion: Include duration		
Position: Standing: Sitting: Ground: Escorting:							
Did position change: Y/N If so, to what position?							

Staff Members Involved:				
Name:	Designation:	Active	Passive	Signature:

Details of incident:

1) What happened prior to the incident/triggers

2) What happened during the incident (try to include all details):

3) What happened after restrictive intervention:

Action taken after the incident:	
Staff: Outline of debrief:	Staff debriefed: Y / N

Pupil: Outline of debrief: Pupil debriefed: Y / N Hear Explain Link Plan
Time: Date:
Pupil's signature: Staff Signature:

Action Taken / Outcomes:		
PLP Updated:	Risk Assessment Updated:	PHP Updated:

Notifications	Phone:	Report Book:	Letter:		Phone:	Report Book:	Letter:
Parent/Carer:				Police:			
Social Worker:				Child Protection:			
CPOMS record date: (including upload of this form)			Date:	Date incident added to behaviour data on Arbor / Academy MIS			Date:

Appendix 2: Template letter following a restrictive intervention

Important note: parents should be informed of restrictive intervention, where possible, verbally before being given this written record.

To: [Parent/Carer Name]

Date: [Date of Incident] **Sent via:** [Email/Hand-delivered letter]

Subject: Important: Notification of Restrictive Intervention regarding [Child's Name]

Dear [Parent/Carer Name],

I am writing to formally notify you that a restrictive intervention (use of reasonable force or seclusion) was necessary today involving [Child's Name] at [Time].

As per our Behaviour and Relationships Policy and the DfE statutory guidance, we provide written notification whenever such an intervention is required to maintain safety.

Summary of the Incident

- Reason for Intervention: [e.g., To prevent immediate physical harm to themselves / to others / to prevent serious damage to property].
- Type of Intervention Used: [e.g., Physical restraint / Seclusion / other].
- Duration: The intervention lasted approximately [Number] minutes and ceased as soon as the risk of harm was reduced.

Post-Incident Actions

- Injuries: [No injuries were sustained by your child or staff / Provide brief details of any minor injuries or medical First Aid provided].
- Support Provided: Following the incident, [Child's Name] was given time to de-escalate in a quiet space and was supported by [Staff Name/Role].
- Debrief: We will conduct a "follow-up conversation" with [Child's Name] on [Date/Time] to understand their perspective and support their return to the classroom environment.

(If required) We would like to invite you to a brief meeting or phone call to discuss this incident and review [Child's Name]'s Positive Handling Plan to ensure we are using the most effective strategies to support them.

Meeting Date/Time: [Date/Time] or [Contact number]

We understand that receiving this news can be upsetting. Our primary focus remains the safety and wellbeing of [Child's Name] and the wider school community.

Yours sincerely,

Principal

Appendix 3: Positive Handling Plan

Child's Name:	Date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?
Stage 4 Recovery Behaviours	**Stage 5 Depression Behaviours**	**Stage 6 Follow up**
What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?	What does this look like? What can I do to help myself? What can staff do to help me?

What are the common triggers?

De-escalation Skills:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			
Apologising			
Agreeing			
Removing audience			
Others			

Child's interests/praise points

1.

2.

3.

4.

5.

Any medical conditions to be taken into account before using physical interventions?

Pupils must not be restrained in a way that affects their airway, breathing, or circulation, such as applying pressure to the neck or abdomen.

Preferred method of physical intervention?

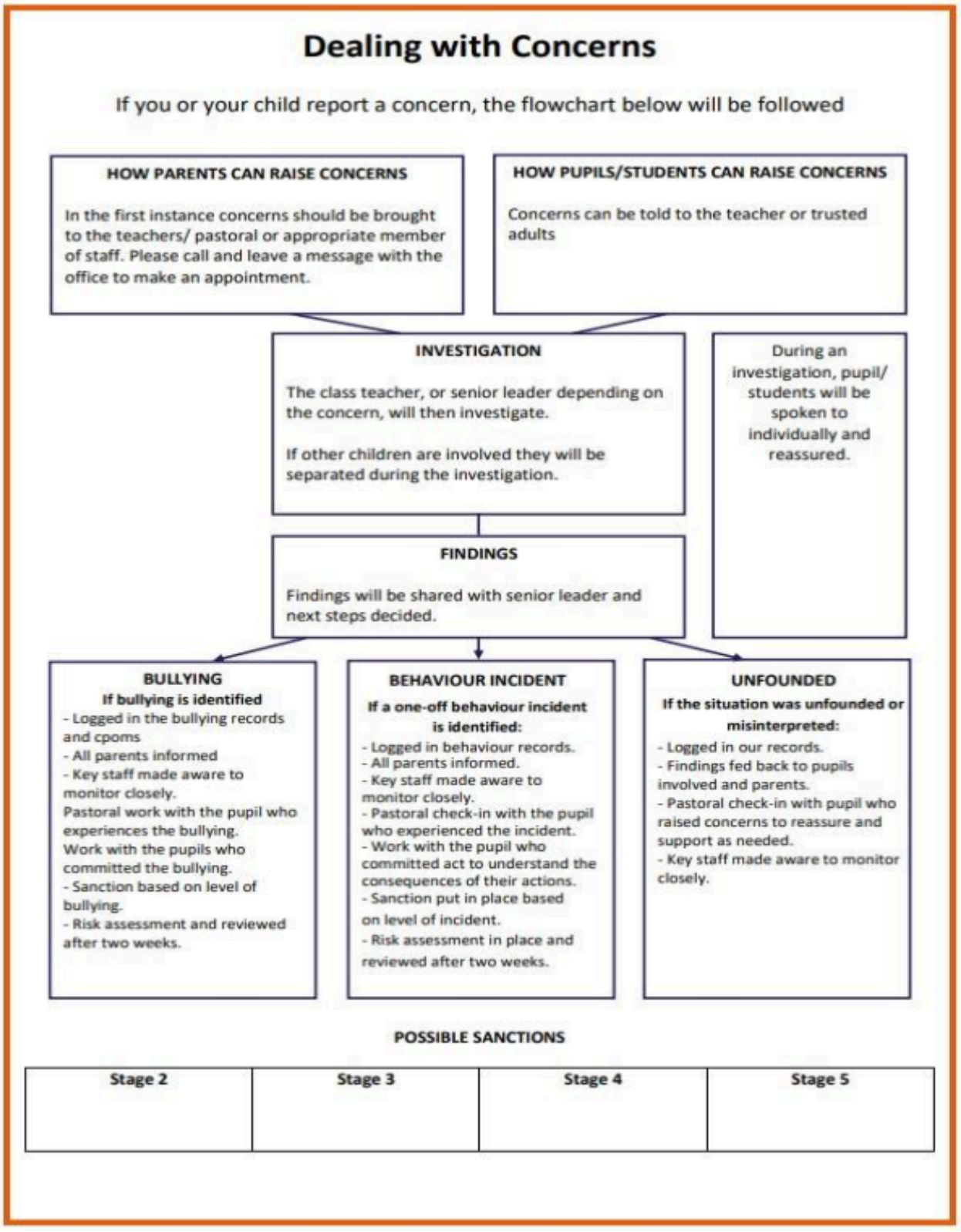
	Try	**Avoid**	**Notes**
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			
T wrap			
T wrap to seats			
Seats to T wrap			
T wrap to ground			
Cradle			

How should we record incidents and who should we inform?

Plan signed and agreed by:

Headteacher:	Name:	Child:	Name:
Parents/Carers	Name:	Class Teacher:	Name:
Social services (if applicable)	Name:	SEN LSA:	Name:
Educational Psychologist	Name:		

Appendix 4: Dealing with Concerns



Appendix 5: Recording Bullying Form

Bullying log form

Incident reported by	
Parent's Name	Date
Recorded by	Date

Child's details **Name:**

Class:

Description of incident

Actions

Appendix 6: Bullying incident report form

Appendix 2: Bullying incident report form

School Details:	**Name of person completing form:** **Position:**	**Date:**

Child's details **Name:**

Age:

Gender: Male / Female

Home Carer:	**Religion:**	**Ethnic origin:**	
Parents	Christian	Bangladeshi	White British
Other relative	Buddhist	Black African	White Irish
LAC	Hindu	Black Caribbean	White other
	Jewish	Chinese	Any other Asian background
	Muslim	Roma/ Traveller	Any other black background
	Sikh	Indian	Any other mixed background
	Other	Pakistani	Travellers of Irish heritage
	No Religion	Caribbean	Any other ethnic group
	None stated	Mixed white/ black	Ethnicity not yet known
		Mixed white/ Asian	Refused to provide

Home language:

Repeat victim: Yes/ No

Alleged Offender(s) details:

(If a number of children were involved please complete the 'alleged offenders form' for everyone involved and attach to this form)

Name:

Age:

Gender: Male / Female

Level of involvement

1 = Very involved 2 = involved 3 = slightly involved 4 = indirectly involved

Home Carer:	**Religion:**	**Ethnic origin:**	
Parents	Christian	Bangladeshi	White British
Other relative	Buddhist	Black African	White Irish
LAC	Hindu	Black Caribbean	White other
	Jewish	Chinese	Any other Asian background
	Muslim	Roma/ Traveller	Any other black background
	Sikh	Indian	Any other mixed background
	Other	Pakistani	Travellers of Irish heritage

	No Religion	Caribbean	Any other ethnic group
	None stated	Mixed white/ black	Ethnicity not yet known
		Mixed white/ Asian	Refused to provide
Home language:			
Place incident occurred			

Classroom		Corridor	
Playground		Outside school	
Dining room		Cyber incident	
Form(s) of bullying			
Name calling and teasing		Physical abuse	
Inciting others		Abuse of personal property	
Jokes		Graffiti	
Use of racist language		Distribution of offensive material	
Refuse to co-operate, sit next to		Abusive letter/ texts.	
Cyber incident		Other (define)	
Bullying incident related to:			
Race		Appearance or health condition	
Disability		Homophobic	
Transphobic		Biphobic	
Sexist		Religion or culture	
Age		Family	
Other (define)		Derogatory language	
Description of incident			
Frequency		**Duration**	
Once or twice a Day Week Month Year		*Persisting over a* Week Month Year	
Several times a Week Month Year			
Action(s) taken – Tick more than one if appropriate			

Oral reprimand		Internal report	
Formal apology		Police involvement	
Removal of graffiti		Exclusion from activities Details:	
Detention (Missed playtime/ lunch) Details:		Fixed term exclusion Details:	
Parents informed		Permanent exclusion	
Other Details:		Learning mentor	
Individual discussion		Group (restorative) discussion	
Actions agreed with victim and perpetrator			

Actions agreed with all parties (shared with parents/ carers)
Follow up review date:
Outcome of follow up and further actions taken:
Has the bullying stopped? Yes / No **Further actions required:**
Bullying incident reported by

Print Name	Sign Name	Date
Recorded by	Position	Date

Appendix 5: Individual Behaviour Plan

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Plan start date	Next review date	Medical conditions / SEND / Additional needs

Challenging Behaviour - What does it look like? How often does it happen? How long does it last?	Targets - What are we working towards? What support is needed?

Triggers / Warning signs / Reasons for challenging behaviour	Strategies for maintaining positive behaviour

Reactive strategies	Support after the incident

Skills / Talents / Achievements	Likes / Dislikes

De-escalation strategies:

	Try	Avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Help scripts			
Negotiation			
Choices			
Humour			
Consequences			
Planned ignoring			
Take up time			
Time-out			
Supportive touch			
Transfer adult			
Success reminded			
Simple listening			
Acknowledgement			

Apologising			
Agreeing			
Removing audience			
Others			

Parent Name	Parent signature of agreement	Date of signature

Pupil Name	Pupil signature of agreement (if appropriate)	Date of signature

Lead Staff Name	Lead Staff Signature of agreement	Date of signature

Appendix 6: Risk Assessment for Challenging Behaviour

Pupil Name	Class	Year	Key Stage	Class Teacher / Form Tutor	Responsible SLT / Year Manager

Risk assessment start date	Next review date	Medical conditions / SEND / Additional needs

Hazards or risk of harm to others	Presenting risk? Y / N	Control / risk reduction measures and additional comments	Risk Level H/M/L
Bites / spits			
Grapples or wrestles			
Inappropriate / sexualised touching			
Sexualised language			
Other Harmful Sexual Behaviour (Provide detail)			
Head butts			
Kicks / stamps			
Thrashes on floor			

Self harm / self injurious behaviour			
Shouts / screams			
Slams door / objects			
Slaps . pinches / punches / scratches / pushes / pulls hair			
Throws items / uses weapons			
Unpredictable behaviour			
Verbal abuse / threats			
Causes damage			
Disrupts learning or play			
Causes graffiti			
Absconds			
Inappropriate attachment to others (provide detail)			
Targets other pupils / staff			
Needs bespoke arrangements for trips			

Known Triggers	Y / N	Comments	Risk Level
			H/M/L

Group activities			
Rules / instructions			
Changes in routine			
Being challenged regarding conduct			

Existing control measures	Y / N	Comments	Level of success H/M/L
Alternative curriculum / provision			
Familiarisation with new places			
Changes made to physical environment			
Transport arrangements			
Removal of potential 'weapons / missiles'			
Specialist equipment (e.g. radios / panic alarms)			
SEND / sensory learning equipment			
Behaviour contract / agreement			
Fixed term suspension			
Positive Handling Plan			

Individual behaviour plan			
Timetable adjustment			

Details of multi agency support (e.g. BOSS / CAMHS / WMIM)

Assessed by	Signature	Date	Date for review