Coastal Learning PARTNERSHIP

Heatherlands Primary School

Building Positive Relationships and Behaviour Policy, including Anti-Bullying 2026/27

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Policy Ratified:	14th October 2026
Review Date:	July / September 2027

Additional School Procedure	
Committee:	Heatherlands Governing Body
Procedure Adopted:	14th October 2026
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Heatherlands Primary School Building Positive Relationships and Behaviour Policy, including Anti-Bullying The Heatherlands Way	
Date reviewed and amended: 2nd September 2026 Awaiting Ratification –	
Name of Academy Trust	Coastal Learning Partnership (CLP)
SMSC Leader	Hayley Allen
Anti-Bullying Champions:	Sophie James
Policy Written by:	H. Allen K. Lloyd-Christie

Heatherlands Primary School Vision

At Heatherlands, all children should feel safe, be exposed to high-quality teaching and learning, and be offered exciting experiences that help them engage, achieve, and remember their primary journey.
Children should feel confident, supported, and prepared for the wider world — leading to a strong local school reputation and a deep, implicit sense of community.
We are committed to developing strong, trusting relationships with our families by working in genuine partnership — communicating openly, listening actively, and being consistent in everything we do. We want parents to feel confident that their children are cared for, challenged, and celebrated every step of the way.
Our vision is underpinned by **The Heatherlands Way**, built around our five core values: **Respect, Resilience, Aspiration, Motivation**, and **Independence**. These values shape the way we learn, behave, and grow — supporting every child to become their best self.
With passionate staff who are committed to making a difference, Heatherlands is a school where children thrive and families feel respected, included, and valued.

Intent (our core moral purpose):

Our core moral purpose (INTENT) is for pupils to BE RESPECTFUL AND KIND, BE SAFE, BE RESPONSIBLE.

At Heatherlands, we bring the school vision to life and prepare our children for the future through the 'Heatherlands Way', which is our code of conduct and the umbrella term for our school values. Values are the rules we live by, and how we operate. Our vision and values are interrelated as we are working towards a goal collectively and the values are the means to make the vision a reality. We are a caring community, and all our decisions are based on the agreed school values of Respect, Resilience, Motivation, Aspiration and Independence *(**see appendix 1**).*

What we aim to achieve:

- To ensure that we strive to build positive relationships with each other
- For everyone to know our expectations of behaviour and how they are interpreted in a way that is age and stage appropriate
- To understand the importance of a relational approach to behaviour and that *'every moment and interaction can be an intervention'*
- To provide guidance to staff, parents and carers, and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn
- To provide a holistic, child centred, inclusive model that supports our understanding of social, emotional and mental health needs
- For everyone to know and practise our systems and routines
- To know the importance of reflection and talking through problems (restorative justice)
- To define what we consider to be unacceptable behaviour, and outline how pupils are expected to behave
- To summarise roles and responsibilities and outline our system for behaviour management

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for Headteachers and School Staff **(**DfE, February 2024**)**
- Mental Health and Behaviour in Schools **(**DfE guidance)
- Searching, Screening and Confiscation: Advice for Schools (DfE**,** July 2022**,** updated September 2023**)**
- Keeping Children Safe in Education (DfE, 2026) – statutory guidance effective from 1st September 2026
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026) – statutory guidance effective from 26 July 2026
- The Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (DfE/DoH, January 2015**)**
- Schedule 1 of the Education and Inspections Act 2006**,** which requires schools to regulate pupils' behaviour, publish a behaviour policy and a written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Restrictive interventions, including the use of reasonable force, in schools (DfE, April 2026)
- Mobile phones in schools (DfE, June 2026) – statutory guidance to be followed from 1 September 2026
- Working Together to Improve School Attendance (DfE, July 2026) – statutory guidance
- Preventing and Tackling Bullying: Advice for Schools (DfE, July 2017, updated 2024)

Shared definition of behaviour

'Behaviour is the way we act and respond to people and the situations we find ourselves in. It is greatly influenced by culture, attitude, emotions, values, persuasion and genetics. Sometimes a chosen behaviour is not to react or respond but to opt out.'

All behaviour is an attempt to meet a need and is a form of communication.

We IMPLEMENT our core moral purpose through our Building Positive Relationships and Behaviour Policy by:

- Building relationships and connection
- Staff knowing that behaviour is a communication of an unmet need. The focus is always to support pupils in learning appropriate strategies for managing their emotions
- Teaching strategies for pupils to manage their own emotions
- Using restorative, therapeutic and holistic strategies for managing challenging behaviour
- Embedding the values expected as part of 'The Heatherlands Way', including primary manners
- Consistent approaches and strategies to behaviour across the school
- Promoting equal opportunities in learning and personal development
- Creating a learning environment, which enables pupils to make choices and learn from them
- Ensuring the well-being of pupils and staff
- Developing inclusive practices that meet the needs of individuals as well as the school community as a whole

IMPACT

The expected IMPACT because of implementing our 'Building Positive Relationships and Behaviour Policy':

Pupils feel valued, safe and have high aspirations of themselves and others. As a result, pupils develop the skills to contribute to the school community and beyond, whilst preparing them for the future.

To follow the 'Heatherlands Way' we believe that pupils should;

- be respectful towards others and model 'primary manners'
- be respectful and show consideration for their surroundings and property
- be motivated to work hard and aspire to do their best
- demonstrate resilience when things are challenging

Our pupil code of conduct (school rules) is promoted through positive reinforcement and the language of good choices.

Responsibilities for staff

- To follow the Positive Relationships and Behaviour Policy
- To remember that all 'behaviour' is a form of communication
- To model the 'Heatherlands Way', using the school values as a framework of what we expect, by being positive role models and having high expectations of behaviour
- Teach the agreed routines consistently
- Model how to treat everyone with respect, regardless of background, gender, sexuality, and race (The Protected Characteristics)
- Being mindful and reflecting on the quality of relationships
- Work closely with parents and carers
- Planning and scaffolding \learning to support self-regulation skills
- Being proactive and attending CPD to support their understanding of behaviour and barriers
- Creating a safe, calm learning environment with clear expectations of routine and behaviour
- To listen with empathy and understanding – see Emotion Coaching model
- To respond calmly, consistently and positively
- To allow opportunities to resolve a situation using restorative practice
- Teach children how to self-regulate with regular opportunities to be calm during the school day, such as Calm Me Time and Mindful Minutes
- Use visuals e.g. referring to the visual timetable, making the day as predictable as possible
- Consult with the SEND Co-ordinator when deciding whether a child needs an Individual Behaviour Plan (IBP)
- Where appropriate write a one-page profile for individual children if extra input is needed and for additional adults to be able to interact with the child appropriately in accordance with their needs, recognising triggers particular to that child
- Gather information and complete an ABCC chart to establish triggers prior to writing IBP ***(see appendix 2)***
- Use My Concern to log escalating behaviour incidents which are symptomatic of external factors or when a safeguarding incident has taken place
- When appropriate add pupils to the RAY, using Graduated Response document to identify level of need
- Make referrals to the Child Support Worker to support children's emotional health and wellbeing when appropriate
- Liaise with parents and carers, keeping them informed
- Engaging with and demonstrate the three agreed visible consistencies

The Three Agreed Visible Consistencies

1) **Meet and greet** all children as they begin the school day and when they transition between classes
2) '**Fantastic Walking'** – expecting children to walk smartly around the school building and to and from the playground
3) **To praise things** that they have control over such as effort, kindness, 'Primary Manners' and attitude, rather than an outcome

Responsibilities for Parents and Carers

- Explaining to their child the meaning of the home school agreement before signing ***(see appendix 3)***
- Support their child in living the 'Heatherlands Way'
- Inform the school of any changes in circumstances that may affect their child in school
- Speaking to the child's class teacher, in the first instance, if they are concerned about their child
- Supporting the school's Positive Relationships and Behaviour Policy
- Engage in discussions and meetings to support their child's behaviour and attend promptly if called to the school
- **Understand that no child's behaviour should prevent other children from learning or from feeling safe**
- To treat everyone equally and regardless of their age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex and sexual orientation (the Protected Characteristics)
- Being positive towards their child and their efforts and achievements whilst working in partnership with school staff

Responsibilities for Governors

- Involvement in developing a positive behaviour and relationship culture and policy
- Being acquainted with the school and monitoring the implementation of the 'Heatherlands Way'
- Attend training to increase their own knowledge and to support the strategic leadership of personal development, behaviour, PSHE and welfare
- Having legal responsibilities for exclusions
- Support teaching staff when implementing policy
- Be responsible for the wellbeing of all children and staff, including the Senior Leadership Team and Head teacher

Responsibilities for Children

- To be respectful and kind, behaving in a way that keeps me and others safe
- To treat everyone with respect, regardless of background, gender, sexuality, age, disability, religion or faith and race
- To learn strategies to deal with a range of situations positively and avoid dysregulation
- To resolve conflict and build and maintain positive relationships by engaging in the restorative practice model
- Accept the consequences for my actions
- Behave in a way that does not stop others from learning
- Behave in a way that everyone is safe and feels safe
- To understand that if an adult gives me a choice, they are trying to help me
- Accept that staff make final decisions

Positive Behaviour Recognition

As a school, we recognise that encouragement, praise and positive reinforcement teach pupils that appropriate behaviour choices have positive consequences.

We use the following methods and strategies to reward and encourage positive behaviour:

- Thank the child
- Verbal praise – identifying the behaviour being recognised
- Non-verbal praise
- House points using the Track It Light system
- Praise in assembly
- Written comments
- Value stickers when children demonstrate these
- Visit to the head teacher, deputy head teacher or an adult significant to the child e.g. previous teacher
- Certificates
- Positions of responsibility and learning ambassadors
- Heatherlands Way postcards home and award presented in a values assembly
- Praise postcards sent home

We are aware that not all rewards work for all children all the time and therefore staff may implement personalised systems for individual children, when necessary, in consultation with the SENCO, as part of a child's Individual Behaviour Plan ***(see appendix 4),*** and with the parents. Other staff working with the child will be notified to ensure consistency.

Reading Buddies – Building Relationships and Belonging

Reading Buddies provides a protected weekly opportunity for children across the school to build positive relationships through a shared enjoyment of books and reading.

Each Friday from **2.30–3.00pm**, classes are paired with another year group. Children spend time together sharing books, reading to and with one another, talking about stories and enjoying reading together.

Reading Buddies supports *The Heatherlands Way* by providing regular opportunities for children to build relationships beyond their own class and year group, develop confidence and communication, and practise kindness, patience, respect and responsibility.

Reading Buddies is protected relationship-building time and is not removed as a behaviour sanction or routinely used for catching up unfinished learning.

Sanctions and Consequences

It is important for pupils to clearly understand the link between their behaviour and its consequence. Consequences should be appropriate, proportionate and, wherever possible, meaningfully connected to what has happened. They are intended to help pupils take

responsibility, repair harm and make more positive choices in the future. Sanctions and consequences are not to be used to discipline all children for the behaviour of a few.

- Quiet reflection time with a member of staff they have a positive relationship with, followed by restorative practice conversation and the opportunity to rebuild relationships
- 'Reflection Time' with a member of SLT to reflect and discuss the school expectations, followed by restorative practice conversation and the opportunity to rebuild relationships on the day
- Visual Report Card for Year 3 and KS2 and 'check ins' during the day to review choices being made *(**See appendix 5**)*
- Loss of minutes of playtime consequently for individual children – not whole class
- Withdrawal of privileges or given responsibilities e.g. clubs, participation in school events or named positions within school
- Internal exclusion
- Children who fail to follow instructions to keep themselves or others safe will not be able to attend offsite events and visits

Heatherlands Service – Giving Back to Our Community

At Heatherlands, we believe that consequences should help children understand the impact of their behaviour, take responsibility for their actions and have an opportunity to put things right.

Following a serious incident or Reflection Time with a member of SLT, where appropriate, a child may be asked to complete Heatherlands Service. This provides an opportunity for the child to give something back and make a positive contribution to the school community following behaviour that has had a negative impact on others or the school environment.

Heatherlands Service will usually take place on the following school day and may include litter picking with appropriate adult supervision; helping to organise books, equipment or resources; supporting with jobs in the library; helping to tidy, restore or improve a shared area; helping with an appropriate classroom or school-based task; or another suitable activity that makes a positive contribution to the school community.

Where possible, the activity will be meaningfully linked to what has happened. For example, if a child has deliberately disrupted or damaged a shared space, helping to restore or improve that area may be an appropriate consequence.

Heatherlands Service is not intended to shame or humiliate a child. It forms part of our approach to helping children recognise that being part of the Heatherlands community brings both rights and responsibilities and that, when our actions have affected others, we can take positive action to put things right.

The use of Heatherlands Service will be proportionate to the incident and appropriate to the child's age and stage of development. Reasonable adjustments will be made for children with SEND and/or SEMH needs, in line with this policy.

Red Card Procedure – Serious Incidents

A red card is issued when behaviour escalates to a level that poses a serious risk to the safety or wellbeing of any child or adult. This includes incidents where immediate intervention is required to prevent harm.

A red card **must be used** in the following situations:

1. Medical Emergency

- A child or adult is experiencing a medical emergency that requires urgent assistance.
- Staff must raise the red card to ensure immediate support, including first-aid response and senior staff involvement.

2. Serious Risk to Children or Adults

- Behaviour that places any child or adult at **risk of significant harm**, including:
    - Physical aggression (e.g., hitting, kicking, biting, throwing objects with intent to harm)
    - Dangerous behaviour (e.g., running away from the setting, climbing furniture or equipment in a hazardous way)
    - Threatening behaviour that causes fear or distress
    - Use of objects or materials in a way that could cause injury

3. Immediate Safeguarding Concern

- Any incident where a child's actions indicate an urgent safeguarding risk or require rapid intervention.

Response to a Red Card

When a red card is issued:

1. **Senior staff attend immediately** to support and assess the situation.
2. **All children nearby are moved to a place of safety** if required.
3. **De-escalation strategies** are used by trained staff.
4. **Incident is recorded** on My Concern.
5. Parents/carers are **informed on the same day**.
6. If needed, a **follow-up plan** is agreed (e.g., risk assessment, behaviour plan, SEND review).

Managing Behaviour ***(see appendix 6 for flowchart)***

Staff will use a stepped approach to encourage children to make the right choice and demonstrate positive behaviour. Staff will have in mind –'**reprimand in private, praise in public'.**

Key Stage Leads should be informed where behaviour is escalating, becoming persistent or where repeated sanctions or interventions are being required. This enables patterns to be identified early, supports consistency across the Key Stage and allows appropriate intervention or additional support to be considered before behaviour escalates further.

Step 1

- Establish eye contact, where appropriate
- Be curious – what does the child need currently? How can we support?
- Tactical ignoring of negative behaviour and positive comments to reward the right choice
- Use a neutral tone, facial expression and body language
- Allow appropriate thinking/processing time for the child to respond and correct their behaviour.
- Proximal praise – praising the positive behaviour of someone near to provide the child with a model of appropriate behaviour
- Verbal reminder of expectations in a quiet, calm voice, using vocabulary linked to The Heatherlands Way – track the first warning using yellow TrackIt light.
- Provide the child with a choice – 'if you continue to…, the consequence will be…' and then track the 2nd warning using the amber TrackIt light

If the behaviour continues, move to step 2

Step 2

- Consider if reflection time within the classroom is appropriate using the Trick Box model with the class teacher at that time
- If behaviour escalates, suggest the child reflects in an agreed place outside the classroom, either with the class teacher or with the year leader. This will be for a short period of time, and the teacher will go to the child to discuss the appropriate behaviour and support the child returning to class

EYFS – 'Time In' and Supported Regulation

In EYFS, consequences and responses to behaviour will reflect children's age, developmental stage and emerging ability to self-regulate. Where a child is struggling to regulate their behaviour or their behaviour is significantly disrupting learning, they may spend a short period of Time In with a familiar adult in another Reception classroom or agreed space.

Time In is not an exclusion or traditional 'time out'. It provides a change of environment, reduced stimulation and supportive adult co-regulation, enabling the child to become calm and ready to return successfully to their class.

Once regulated, an adult will support the child, using age-appropriate language, to understand what happened, reinforce the expected behaviour and consider what they can do differently. The child will then be supported to return and reconnect with their class. Where appropriate, a simple act of putting things right may follow.

If the behaviour continues or escalates, move to step 3 and inform the parents

Step 3

- Reflection Time at the end of the school day at 3.00pm with a member of SLT to reflect and discuss the school expectations, followed by restorative practice conversation and the opportunity to rebuild relationships. Children to complete 'Restorative Reflection' support tool. If a child has three reflections or more within a half term period, a visual report card system will be introduced.

Reflection Time and restorative support from SLT may be used for children across the school, including KS1, where the seriousness, persistence or impact of the behaviour makes this appropriate.

- *A* visual Report Card from Year 3 upwards is available for 'check ins' during the day to review choices being made with a member of SLT – *see appendix 7*
- Internal exclusion is a period where a child is supervised by a member of SLT, either completing work or having time to re-regulate or reflect on what has happened. This may happen at break time, lunchtime or sometimes in lesson time if the adults feel this is more appropriate.

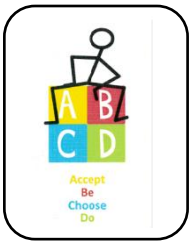
Restorative Practice

We believe in the principles of Restorative Justice and ensure that pupils engage in reparation ('making good' in some way). Pupils should always be given the opportunity to repair (after an incident of inappropriate behaviour) and it is our belief that they want to do this. Where developmentally appropriate, we support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Where a child is not ready or refuses to engage in a restorative conversation, they will be given appropriate time and support before the conversation is revisited. The expectation to reflect and repair remains. Where appropriate, a member of SLT may support this process. A child's refusal to engage will not mean that an appropriate consequence, including Heatherlands Service, cannot be applied.

We do this by:

- Supporting reflections based on pupil need e.g. thinking time sheet/conversation, comic strip, social stories, role-play, visuals or discussion
- Modelling reparation and teaching strategies during our PSHE curriculum and at playtimes
- By using the **A**ccept, **B**e, **C**hoose, **D**o coaching card from Trick Box to support the discussion, alongside tricks children have already been taught.



Restorative Communication Support

To support all pupils in engaging meaningfully with restorative practice, the school uses Restorative Communication Boards, created using Widgit symbols (***see appendix 7***). These aided language displays help pupils to identify what happened, express their feelings, recognise who was affected, and plan how to repair relationships or restore trust. The boards ensure that every child—particularly those with speech, language or communication needs—can participate fairly and successfully in restorative conversations.

Restorative Practice at Playtimes

At Heatherlands Primary School, restorative approaches are embedded throughout the school day, including during playtimes. Staff on duty are trained to carry out light restorative conversations when minor conflicts or issues arise, helping pupils to reflect, take responsibility, and restore positive relationships before returning to play. Designated wooden gazebos on both the top and bottom playgrounds provide calm spaces where these short discussions can take place safely and respectfully.

It is also very important that staff review what has happened. Was there anything they could have done differently to support the pupil to manage? Refer to Trick Box tricks to support the discussion.

Accept

What's going on?

So, this is what's going on.

How does that make you feel?

So, this is how you feel.

Be

You want it to be better.

How could It be better?

Choose

What can you choose to do?

Do

Do it

TrackIt Lights System



At Heatherlands Primary School, we use a TrackIt Lights system, which is a visual, interactive whiteboard tool, supporting children in taking ownership of their own behaviour and for celebrating positive behaviours. Staff select a child's name, then select a green colour traffic light and the behaviour that the child is demonstrating as part of 'The Heatherlands Way'. If a child needs reinforcement to correct a behaviour, the adult can select a yellow light, for the first reminder and an amber light for a second reminder if needed. If the child continues to display the unacceptable behaviour staff should press the 'R' tab to indicate the child is to have a reflection time as a consequence. As a school, we do not use the red trackit light as a sanction as this can be viewed as a negative consequence and be triggering, which can lead to a child becoming dysregulated. Whilst the red is not used as a visual sanction, staff have

the capacity to use this after school to log and generate an incident report. This is a helpful tool for SLT to monitor the behaviour of the children in the school by using the reporting system and generating reports. All classrooms have a visual display of Track It Lights and the symbols that are used. When children receive 50, 75, 100, 150 house points they receive either a bronze, silver, gold or a platinum certificate to recognise their achievements. Children who achieve 500 house points receive the Headteacher's Award, recognising their sustained commitment to demonstrating The Heatherlands Way throughout the school year.

Trick Box

As part of our school well-being approach, we use Trick Box, which is a fun and effective personal development programme to help children: -

build confidence	manage emotions and anxiety	develop communication skills
make positive choices about actions	coach themselves through challenges	

From Early Years through to Year 6, the children are introduced to 24 tricks and a simple self-coaching model called Letter Box, designed to give them positive habits for life. Within our school, we have two Trick Box facilitators, and the staff have training and regular updates to support their teaching of the Trick Box model. We believe that this approach is not an added extra but more another tool to support children in being able to self-regulate and make the 'right choice.' Trick Box adds another layer to our SMSC work using the PSHE Jigsaw scheme of work and our school values. *(**See appendix 8** for Trick Box progression of tricks)*

Emotion Coaching – high empathy and high guidance

This tool provides an approach to dealing with behaviour in the moment which staff are encouraged to use to recognise the feeling driving the behaviour.

How do we 'do' Emotion Coaching?

1) **Recognise, validate and label the feelings;** mindful co-regulation, respond and engage
2) **Set limits;** first co-regulation, then teaching (building integrated brain functions for self-regulation (see below)
3) **Problem-solving with the child:** when the child is calm and relaxed, age and stage appropriate exploring of alternate responses to the feelings, scaffolding of rational thinking, and empowering child to believe in their own ability to self-regulate

*(**See appendix 9** for Emotion Coaching scripts)*

The role of executive functioning skills in helping children to regulate their behaviour

Executive functioning skills help children to regulate their behaviour to achieve a goal. There are three main skills that underly executive function and these begin to develop during the early years:

- **Working memory** (holding information, such as rules or goals, in mind);
- **Cognitive flexibility** (sustaining or shifting attention in response to different cues); and
- **Impulse control** (resisting initial reactions and responses).

Research suggests that, while we are born with the capacity to develop these skills, it is not an automatic process: executive functioning skills require practice.

'Think alouds' are a simple strategy staff use to help children build and strengthen their executive functioning skills. By talking through their thought process of what they are doing and why, adults can model the positive behaviours they want to see in the children.

Additional Support SEND, Social, Emotional, Mental Health and Behaviour

- Pastoral Support
- Pastoral meet and greet
- ELSA sessions
- Nurture Groups
- Breakfast Club and after school Explorers club as part of wrap around care
- Young Carers
- Outreach Specialist Support
- Flexible timetables
- Additional adult support e.g. for sensory breaks
- Emotional Well-being practitioner for children
- Play therapy
- Lunchtime support – The ARC provision
- Wellbeing Wednesday
- Sensory Circuits
- School Therapy Dog
- Wave Project

SEMH/SEND/Looked After Children

For children with SEMH/SEND or 'Looked After' children, reasonable adjustments will be made; individual behaviour plans and/or risk assessments, which will be agreed with parents/carers, will be in place to enable them to meet the requirements of the Positive Relationships and Behaviour Policy. These will be reviewed regularly.

Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced and the appropriate decisions made about provision and the risks to safety. Children with SEND/SEMH needs will have individual behaviour plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain

whether it is appropriate for them to take part in certain activities and off-site visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others, the class teacher will meet with their parents to discuss appropriate strategies. If the need arises at any of the above stages, support and advice will be sought from outreach services, an educational psychologist, medical practitioners and/or others, to support self-regulation and awareness and in turn behaviour.

Escalation where Enhanced Support is already in place

Where a pupil is already receiving enhanced or individualised provision, including support through an Individual Behaviour Plan, risk assessment or adapted timetable, staff will follow the strategies and reasonable adjustments identified for that pupil.

Where behaviours become increasingly frequent, serious or unsafe, or the current provision is no longer successfully supporting the pupil or those around them, this should not simply result in the same strategies being repeated. The concern will be escalated to the SENCO and/or a member of SLT so that the pupil's needs, provision and level of risk can be reviewed.

This may include reviewing the pupil's Individual Behaviour Plan and/or risk assessment, meeting with parents or carers, considering further reasonable adjustments or changes to provision, and seeking additional specialist or external support where appropriate.

Where behaviour presents an immediate or significant risk to the pupil or others, the school's Red Card/Crisis procedures will apply.

The purpose of escalation is to ensure that support remains appropriate and effective, while recognising the school's responsibility to safeguard the wellbeing, safety and learning of the individual pupil, other pupils and staff.

Suspension and Exclusion *(see DfE guidance)*

The Governors and staff of Heatherlands Primary School recognise that suspending or excluding a pupil from school is a serious measure and should only be used as a last resort, when other strategies and interventions have failed to secure an improvement in behaviour, or where a serious breach of the school's Behaviour Policy has occurred.

The school follows the statutory guidance "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (DfE, July 2026).

Only the Headteacher has the authority to issue a suspension or permanent exclusion. In the Headteacher's absence, the Deputy Headteacher will liaise with them to authorise the suspension.

A suspension (formerly known as a fixed-term exclusion) may be issued for one or more fixed periods in response to a serious incident or persistent breaches of school rules. A pupil may be suspended for up to a maximum of 45 school days in a single academic year. Permanent exclusion will only be considered in response to a serious breach or persistent

breaches of the Behaviour Policy, and when allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before or at the beginning of a pupil's return to school following a suspension, the school will hold a reintegration meeting. Parents/carers will be advised and strongly encouraged to attend, alongside the pupil and a senior member of staff or the safeguarding/welfare officer on site that day. Where a parent/carer is unable or unwilling to attend, this will not prevent or delay the pupil's return to school.

- The meeting will be minuted.
- The voice of the child will be heard and recorded.
- Support strategies will be agreed to help the pupil succeed on their return.

Governance and Reporting

All suspensions and exclusions will be reported to the governing board and the Local Authority (LA) in line with statutory requirements.

- Parents or carers will be notified in writing without delay, stating the reason for the suspension or exclusion, the duration, and their right to make representations to the governing board.
- The governing board will review any suspension or permanent exclusion in accordance with the thresholds and timescales set out in the current DfE statutory guidance (July 2026).
- The Local Authority will be informed without delay of all suspensions and permanent exclusions, regardless of the length of the suspension.
- A record of all suspensions and exclusions will be maintained and monitored for patterns or disparities, including by gender, ethnicity, SEND status, and other vulnerable groups, to ensure decisions are fair, proportionate, and inclusive.

Incidents deemed serious include: *(Please see the **appendix 10** for a more detailed explanation of the * points)*

- Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)
- We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.
- Repeated breaches of the school rules
- Verbal aggression to another child or adult
- Discrimination, intimidation and bullying including cyber bullying *(see Anti-Bullying and Discrimination section of this policy)*
- Any incident involving discrimination
- Continued disrespect towards a member of staff
- Any incident where a child could cause harm to themselves or others resulting from their behaviour
- Absconding
- Vandalism

- Theft
- Smoking or vaping
- Malicious allegation against a member of staff (please see appendix 8)
- Possession of any prohibited items *
- Sexual violence *
- Sexual harassment *
- Child on Child Sexual Abuse *

NB: This is not an exhaustive list

After a period of suspension, the pupil is given the opportunity to make a fresh start and demonstrate improved behaviour. However, if further serious or repeated incidents occur, and other interventions or support strategies have not been successful, a permanent exclusion may be considered — in line with the current DfE statutory guidance on Suspension and Permanent Exclusion (July 2026).

Confiscation and Searches

If a child brings in an item that is not suitable, the member of staff will confiscate it, and parents will be invited to collect it at the end of the school day. If the prohibited item is illegal, it will be handed to the police. In the first instance, the child will be asked to surrender the item. Children who bring mobile phones into school must hand them to their class teacher, where they will be stored securely until home time. Pupils must not have access to or use mobile phones or other smart technology with similar functionality during the school day, including lessons, transitions, breaktimes and lunchtimes, except where an agreed reasonable adjustment or other exceptional arrangement is in place. This is in line with the DfE statutory guidance Mobile phones in schools (June 2026).

*Please refer to **appendix 11** for items, which will be confiscated due to being prohibited or banned.*

Should a risk become known SLT have the right to search for the items as outlined in the appendices and will do so in line with the latest DFE guidance on searching, screening and confiscation.

Crisis

A crisis is defined, as any situation where a pupil or member of staff is in significant and imminent danger of being physically hurt. During this situation the following procedure should be followed.

- Ensure the safety of other children – this may mean removing a child or class
- Send for adult support, using the red emergency cards in each classroom and communal areas in school. A child will take this straight to the office and the office will alert a member of SLT on duty to respond, with a member of the Pastoral Team
- Where possible adults should work in pairs to support a child in crisis, being mindful that more adults may only escalate a situation further

Restrictive interventions, including reasonable force

The school does not use restrictive intervention as a routine behaviour-management strategy. In an exceptional situation where immediate action is necessary to prevent harm, staff will act in accordance with current DfE guidance and the school's safeguarding and crisis procedures. Any significant incident involving the use of a restrictive intervention, including reasonable force, will be recorded and parents/carers will be informed as soon as practicable, in line with current DfE guidance.

Absconding

If a child leaves the premises, the Headteacher/Deputy Headteacher will make the decision whether to immediately notify parents and the police depending on the circumstances. Absconding may result in a suspension, depending on the individual circumstances and level of risk. At Heatherlands, we have a comprehensive procedure for when a child goes missing or absconds from the classroom.

*Please **see appendix 12** - Child missing / absconds from classroom procedure guidance*

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. Different sanctions will be appropriate for different (levels) of sexual harassment and sexual comments.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

*Please see **appendix 13** for sanctions for sexual harassment and violence.*

Promoting healthy and respectful relationships

As well as focusing on what is inappropriate, we support children in understanding what positive, healthy relationships, and respectful behavior towards one another looks like, including what healthy sexual behavior means in upper Key Stage 2. Our Relationships, Sex and Health Education curriculum is taught through the Jigsaw scheme and covers key areas such as:

- Consent
- What respectful behavior looks like?
- Body confidence and self-esteem

- Healthy relationships

See our PSHE including RSE policy for more information.

Pupils Conduct Outside School Premises

Teachers have a statutory power to discipline pupils for misbehaviour occurring outside the school premises, in accordance with *section 90 of the Education and Inspections Act 2006*.

This includes:

- When taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform, or otherwise identifiable as a pupil of the school
- That has been witnessed by a staff member or reported to the school
- That could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school

The same principles, sanctions and procedures set out in this policy apply to such behaviour, proportionate to the incident and its impact.

Or behaviour that:

- Has 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

The same expectations, standards and sanctions described in this policy apply to such behaviour, proportionately to the seriousness and context of the incident.

Attendance, Behaviour and Welfare

At Heatherlands Primary School**,** we recognise the strong link between attendance, behaviour, and pupil wellbeing**.** Positive behaviour supports good attendance, and regular attendance helps pupils to engage successfully with learning and school life. The Pastoral Team and Attendance Officer work closely together to identify and support pupils whose attendance is low or at risk**,** ensuring that barriers—whether behavioural, emotional, or welfare-related—are addressed promptly. Behavioural expectations apply to all pupils during the school day and when arriving at or leaving school. Where attendance concerns arise, the school provides early intervention, pastoral support, and family engagement, reinforcing the message that good attendance and positive behaviour are both essential to pupil success and safeguarding.

Staff Training and CPD Opportunities

Staff are provided with training on 'The Heatherlands Way' and school values as part of their induction process and during the beginning of the school year training. Behaviour management also forms part of continuing professional development both drawing on staff

expertise within school and a range of external agencies. Opportunities are provided for staff to identify individual training needs on a regular basis and relevant support is given. The SENCO also offers fortnightly SENCO surgeries for staff to sign up for and attend to discuss individual children and support that may be required both internally and externally, if appropriate.

Monitoring and Evaluation

The Senior Leadership Team (SLT) and SMSC Leader will monitor the effectiveness of *The Heatherlands Way* and the consistency of the TrackIt Light system within classes on a half-termly basis**.** Half-termly reports will be provided to the SLT and the Governing Body to highlight positive behaviours across year groups and the frequency of reflections**.**

Class teachers will maintain a wellbeing record for pupils in their class, identifying children as red, amber, or yellow (RAYs) to indicate those who may need additional emotional wellbeing support**.** The SEN Inclusion Leader will monitor Black Folders half-termly.

The SMSC Leader will meet with the Deputy Headteacher to review and amend the Behaviour Policy in line with current practice, legislation, and statutory guidance**.** Any proposed amendments will be reported to the Governing Body for ratification**.**

This policy will be reviewed annually and updated as required to reflect any changes in legislation, statutory guidance, or local authority procedures relating to behaviour, safeguarding, or exclusions. The school will also review the policy throughout the year to ensure it remains current and compliant with Department for Education (DfE) guidance and legislation**.**

Anti-Bullying and Discrimination

Definition of Bullying

Bullying is hurtful or unkind behaviour, which is deliberate and repeated. An individual or a group of people towards an individual or group can carry out bullying. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences"
(DFE, Preventing and tackling bullying Advice for head teachers, staff and governing bodies, July 2017)

The following section outlines the school's procedures for preventing, identifying, reporting, and responding to all forms of bullying.

Reporting bullying

If a pupil experiences or witnesses bullying, they should report it as soon as possible. Pupils can:

- Tell a trusted adult in school, such as their class teacher, teaching assistant, lunchtime supervisor, or any member of staff
- Tell their parent or carer, who can then contact the school on their behalf
- Speak to a member of the Pastoral Team or the Anti-Bullying Champion

Pupils are encouraged to explain:

- What happened
- Who was involved
- When and where it happened
- Whether anyone else saw or heard it

All reports of bullying will be taken seriously, listened to carefully, and acted upon promptly.

Pupils are also reminded that they can contact **Childline** on 0800 1111 if they would like to talk to someone in confidence outside school.

Roles and responsibilities in reporting

Staff

All staff, teaching and non-teaching, are responsible for:

- Being vigilant for signs of bullying
- Responding calmly and sensitively when a concern is raised
- Reassuring the pupil that they have done the right thing by telling someone
- Recording concerns on *My Concern* where appropriate
- Informing the class teacher and/or a member of the Senior Leadership Team (SLT) where bullying is suspected

Named leads:

- **Anti-Bullying Champion** –Sophie James
- **SMSC Lead** – Hayley Allen
- **Online Safety Champion** – Kim Edwards

The **Designated Safeguarding Lead (DSL)** and deputies oversee safeguarding aspects of bullying and child-on-child abuse.

Senior Leadership Team (SLT)

Senior Leaders:

- Ensure this policy is implemented consistently
- Monitor patterns and trends in bullying incidents
- Ensure appropriate support is in place for both pupils who have been bullied and those who have bullied others

Parents and carers

Parents and carers are encouraged to:

- Watch for signs that their child may be upset, anxious, reluctant to attend school, or behaving out of character
- Support their child to report bullying rather than retaliate
- Contact the class teacher or school office to share concerns

The school can be contacted via:

- **Telephone**: 01202 743918
- **Email**: heatherlands.office@coastalpartnership.co.uk

Pupils

Pupils are expected to:

- Treat others with kindness and respect
- Not participate in or encourage bullying behaviour
- Speak up if they see or experience bullying
- Support peers by encouraging them to tell a trusted adult

Responding to bullying

When an incident of bullying is reported or suspected, the school will:

1. **Record the concern**
    - Staff will record the incident on *My Concern*, ensuring the record is factual, clear and includes who was involved, what happened, dates, times and locations where possible.
2. **Gather information**
    - The class teacher and/or a member of SLT or the Pastoral Team will speak to the pupil who has reported bullying, any alleged perpetrator(s), and relevant witnesses.

3. **Assess risk and impact**
    - Staff will consider the impact of the behaviour on the pupil's safety, wellbeing and ability to engage in learning, including any safeguarding concerns.
4. **Support the pupil who has been bullied**
   Support may include:
    - Regular check-ins with a trusted adult
    - Pastoral or ELSA support
    - Restorative conversations, where appropriate and safe
    - Adjustments to arrangements at playtime or lunchtime to support the pupil feeling safe
5. **Address the behaviour of the pupil who has bullied**
    - The pupil will be supported to understand the impact of their behaviour and to take responsibility for their actions
    - Restorative approaches will be used where appropriate to repair relationships
    - Sanctions will be applied in line with this policy, proportionate to the nature and severity of the incident
6. **Inform parents and carers as appropriate**
    - Parents/carers of those involved will be informed where necessary and may be invited into school to agree next steps and support strategies
7. **Record outcomes and monitor**
    - Actions and outcomes will be logged on *My Concern*
    - Staff will monitor the situation to ensure the bullying has stopped and that relationships are improving

Where bullying amounts to a safeguarding concern or may involve criminal behaviour, the DSL will follow the school's safeguarding procedures, including seeking advice from or making a referral to appropriate external agencies.

Bullying outside of school

Bullying is unacceptable and will not be tolerated whether it takes place:

- On the way to or from school
- Before or after school hours
- At weekends or during holidays
- In the local community
- Online or via mobile devices

Where incidents outside school are reported to staff, the school will:

- Record and investigate the concern
- Take action in line with this policy and the behaviour policy, where the behaviour impacts on pupils in school, their safety or the school's reputation
- Work with parents, carers and external agencies as needed to keep pupils safe

Derogatory and discriminatory language

The use of derogatory, offensive or discriminatory language is not acceptable at Heatherlands.

This includes language related to:

- Race, ethnicity or culture
- Religion or belief
- Sex, gender or gender identity
- Sexual orientation
- Disability or additional needs
- Appearance, health or family circumstances

All incidents of derogatory or discriminatory language:

- Will be challenged by staff
- Will be recorded on *My Concern* where appropriate
- Will be followed up with proportionate sanctions and restorative work

Staff are encouraged to record patterns of casual or informal use of derogatory language so that preventative work can be targeted effectively.

Prejudice-based incidents

A prejudice-based incident is a one-off act of unkind or hurtful behaviour that is motivated by prejudice, negative attitudes or stereotypes towards a protected characteristic or minority group.

Prejudice-based incidents may involve:

- Name-calling or insults
- Harassment or intimidation
- Excluding or targeting someone because of who they are or who they are perceived to be

All prejudice-based incidents:

- Are taken seriously
- Are recorded and monitored in school
- Are reported to the Governing Body in summary form

Monitoring these incidents supports the early identification of patterns and the development of targeted anti-bullying and inclusion work.

School initiatives to prevent and tackle bullying

Heatherlands promotes a culture where bullying is not tolerated and kindness and respect are expected. Preventative work includes:

- **PSHE (Jigsaw)** lessons exploring relationships, respect, diversity and how to respond to bullying
- Assemblies on themes such as kindness, anti-bullying, online safety and equality
- Participation in national events such as **Anti-Bullying Week**, **Safer Internet Day**, **Black History Month** and **LGBT+ History Month**
- Promoting positive role models and diverse representation through books, displays and curriculum content
- Pupil voice through **The Heatherlands Voice (School Council)**, surveys and class discussions
- Kindness initiatives such as kindness post boxes, class kindness champions, Kindness Crew and a school **Kindness Pledge** displayed in classrooms
- Partnership with parents, carers and the wider community to reinforce key messages at home and in the community

Training

The school ensures that all staff:

- Receive regular training on recognising, preventing and responding to bullying, including online bullying and prejudice-based bullying
- Are familiar with this policy and related behaviour and safeguarding policies
- Are updated through staff briefings and CPD on emerging issues, guidance and best practice

This includes teaching staff, support staff, midday supervisors, office staff and other adults working with pupils.

Monitoring and reviewing

The **Headteacher** and **Senior Leadership Team** are responsible for monitoring:

- Behaviour and bullying incidents recorded on *My Concern*
- Patterns and trends across different pupil groups
- The impact of actions taken in response to bullying

The Governing Body monitors the implementation and impact of this policy through:

- Termly reports from the Headteacher
- Learning walks and discussions with pupils (pupil voice)
- Review of data relating to bullying, prejudice-based incidents and behaviour

The anti-bullying arrangements are reviewed at least annually, in consultation with pupils, parents, carers, staff and governors, and updated in line with national guidance and local needs.

Links with Other Policies

This policy outlines the provision made for pupils' behaviour management through all aspects of school life. It links with many other school and trust policies, including:

- CLP Partnership-wide Policy for Behaviour and Relationships
- Exclusion Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- PSHE including RSE Policy
- Equality, Diversity and Inclusion Policy
- SEND Policy
- Attendance Policy
- Other relevant CLP central policies

Draft policy written September 2023 and ratified 2nd October 2023
Policy reviewed and amended September 2024
Policy reviewed and amended October 2025
Policy reviewed and amended September 2026

Building Positive Relationships and Behaviour Policy, including Anti-Bullying

Appendices

Appendix 1

Our five school values are



Appendix 2

ABCC chart to establish triggers prior to writing and IBP

ABCC Behaviour Chart for:

Day/ Date	Time of day	A. Antecedents What was happening before the behaviour occurred?	B. Behaviour What did ..... do?	C. Consequences What you/ others did after the behaviour occurred?	C. Communication What is the behaviour communicating?

Appendix 3 A copy of the home school agreement



Heatherlands Primary School Home School Agreement - We pride ourselves on developing secure home school links with your child at the centre.

	Heatherlands Primary School will...	As a pupil I will...	As a parent/carer I will...
Our vision	Support the pupils in having high **aspirations** and to strive to be the best they can be whilst making a positive contribution to the school community and beyond	Follow the **'Heatherlands Way'**.	Support my child in following the **'Heatherlands Way'** Help your child work towards our values.
Teaching and Learning	Plan for and provide the pupils with **motivating** and inspiring learning experiences. Support children to be **aspirational** and make progress in their learning, identifying where additional support may be needed	Be **motivated** to learn and try my best. Be **resilient**, by trying and learning from my mistakes. Be **aspirational**, aiming high and thinking big! Complete my home learning and hand it to my teacher.	Support my child with their work, encouraging them to be **resilient**, **motivated** and **aspirational**. Help my child to complete their home learning and encourage them to have an **independent** approach where possible. Read with my child on a regular basis and share a bedtime story.
Home/School links	Provide annual written reports about your child. Invite you to two parent consultations during the school year. Invite you to view your child's learning at regular intervals during the year. Keep you informed through fortnightly newsletters, text messages, Facebook and the school website.	Share my reading book with an adult at home and learn my key words. Share my learning at home, talking about my school day. Take letters home and invite my family to special events in school.	Check my child's book back for letters and communications via the school. Celebrate my child's success and complete 'WOW' moments to share with their peers and teacher. Sign up for and attend parents evenings and attend special events and viewing your child's work when possible. Complete parental permission slips on time.
Positive behaviour	Prepare your child for the future through our five school values. Have high expectations of behaviour and encourage **respectful attitudes** through **'primary manners'**. Promote and reward positive behaviour. Notify parents if your child has had a 'time out' on the same day or if your child has found it tricky to make the right choices.	Use **respectful** words and phrases. Use **respectful** actions towards staff and pupils. Demonstrate the **'Heatherlands Way'** both in the classroom, the school grounds and in the wider school community. Make the right choices and follow 1, 2, 3 Magic as the behaviour strategy my school uses.	Support the school by having high expectations of behaviour at all times (please refer to the school's behaviour policy on the website). Communicate with my child's class teacher if circumstances change outside of school which may affect my child's behaviour.
Attendance, punctuality and presentation	Check attendance and punctuality regularly and contact parents if a child is absent without prior notification from a parent. Reward 100% attendance with certificates. Ensure the pupils treat their belongings with **respect** and make sure all children have the correct uniform and kit needed. Cultivate an environment of **independence** with all pupils looking after their belongings and equipment.	Attend school every day (except when I am not well) and be on time. Wear my school uniform and look after my belongings. Treat mine and others' belongings with respect. Try hard to be **independent** when dressing and undressing for PE.	Ensure my child has the correct Heatherlands uniform and suitable footwear. Make sure all my child's uniform and belongings are named clearly. Ensure my child attends regularly and on time. Contact the school office on a daily basis if my child is unable to attend. Take holidays outside of term time, prioritising my child's education.
Signed	School: Date:	Pupil: Date:	Parent/Carer: Date:

Appendix 4

Heatherlands Primary School

Individual Behaviour Plan

Name:	DOB:	Year/ Class:	Plan No:
Staff working with pupil:			

Areas of Need: Communication & Interaction (C&I), Cognition & Learning (C&L), Social, Emotional and Mental Health (SEMH), Sensory and/ or Physical (SP)	**SS (Universal+)**	**SS (Partnership +)**	**Statutory (EHCP)**

I.B.P. started:	**Review date:**
Challenging behaviour *(What does it look like? What triggers it?)* •	**Targets** *(What are we working towards? How do we get there?)* •
Strategies for positive behaviour *(How do we maintain positive behaviour? Phrases to use, Rewards, motivators)* •	**Early warning signs** *(How do we prevent an incident? What to look out for, How to respond (reminders, alternative environment))* •
Reactive strategies *(How do we diffuse the situation? What to do and what not to do, phrases to use, calming techniques. At what stage should another member of staff be informed? Who should this be?)* •	**Support after an incident** *(How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?)* •

Agreement:

Parent name:	Staff name:
Parent signature:	Staff signature:
Date:	Date:

Appendix 5

Coastal Learning Partnership

Heatherlands Primary School

Heatherlands Report Card

Name: **Week Beginning:**

	Session 1 8.45-10.30	Break time	Session 2 10.45-12.00	Lunchtime	Session 3	Sign Off by SLT 3.00pm	Additional Comments
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Appendix 6

Managing Behaviour through Positive Relationships

A consistent, relational and restorative stepped approach

STEP 1 — Reminder, choice and warning

Be curious: what does the child need and how can we support?
Use calm, neutral language, Heatherlands Way vocabulary,
proximal praise and appropriate processing time.
1st warning: AMBER. Give a clear choice and explain the consequence.
If behaviour continues: 2nd warning: YELLOW.

↓

STEP 2 — Reflect, regulate and return

Consider brief reflection in class using Trick Box, where appropriate.
If behaviour escalates, use an agreed space with the class teacher
or year leader for a short period, then support a successful return.
EYFS: use Time In with a familiar adult for co-regulation, followed
by age-appropriate reflection, reconnection and repair.

↓

STEP 3 — SLT reflection and repair

Reflection Time at 3.00pm with SLT, including a restorative
conversation and the Restorative Reflection support tool.
Three reflections in a half term: introduce a Visual Report Card.
Visual Report Card/check-ins available from Year 3 upwards.
KS1 may access SLT reflection where appropriate.

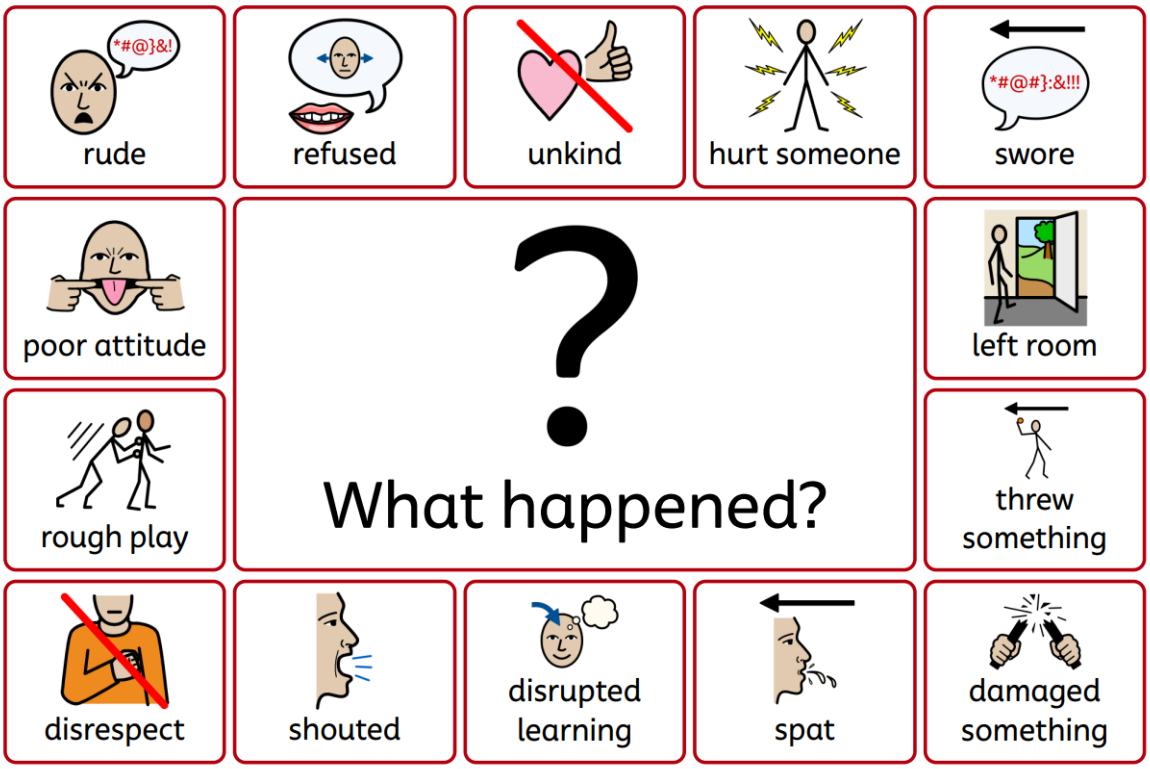
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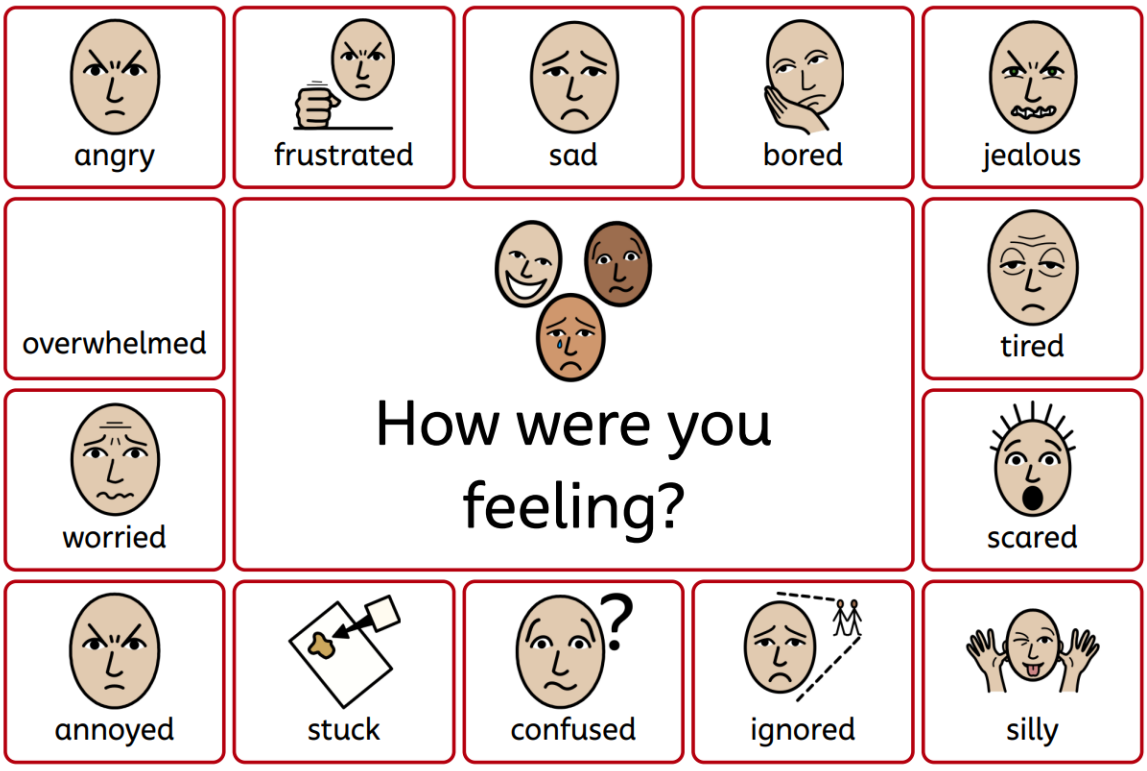
WHEN BEHAVIOUR IS SERIOUS, PERSISTENT OR UNSAFE

Follow the red-card emergency response for immediate safety risks.
Internal exclusion may be used where appropriate.
Inform the Key Stage Lead about escalating or persistent behaviour.
Review individual plans, reasonable adjustments and SEND support.
Consider proportionate Heatherlands Service and restorative repair.

Appendix 7

Restorative Communication Boards





me/you

teacher

children

child

class

upset

Who was affected? How?

worried

could not learn

annoyed

could not teach

hurt

lost learning time

scared

damage

say sorry

'Sorry' means

I thought about it

it wasn't right

I won't do it again

clean up

Repair

build relationship

build trust

stay away

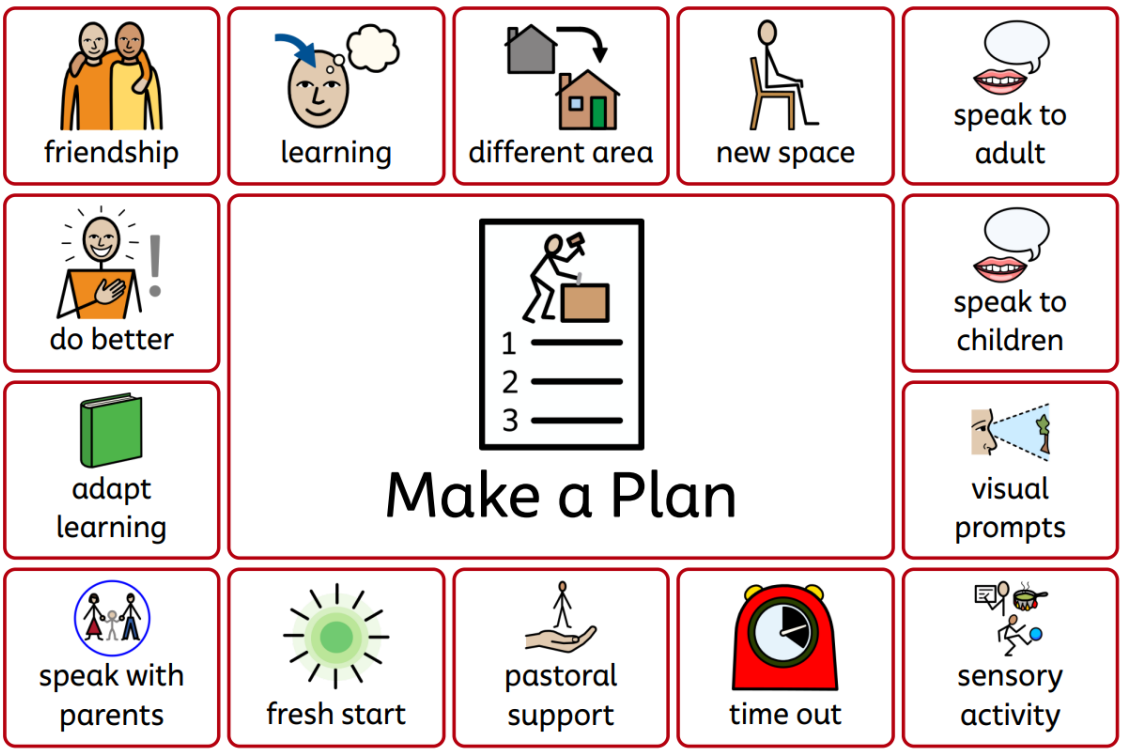
sorry means

change behaviour

tidy up

play kindly

work sensibly


friendship
learning
different area
new space
speak to adult
do better
1
2
3
Make a Plan
speak to children
adapt learning
visual prompts
speak with parents
fresh start
pastoral support
time out
sensory activity

Appendix 8

Trick Box progression of tricks



Appendix 9 - Emotion Coaching scripts

Labelling: Use words to reflect back at the person's emotions. Empathise with the emotion by paying attention to what you are feeling and trying to see things from the other person.

'you seem angry to me' (or upset/sad/fed up…..etc)

'I can see that you are feeling angry'

'I can tell you are angry'

'I wonder if you feel…..'

'It seems that you are…..'

'That sounds as though it was….'

'I'm sorry that happened to you, that must feel….'

'How hurtful, for you'

'I would feel…. If that happened to me'

'It's normal to feel….. about….. '

'It's OK to feel angry about…….. when….. happens to you'

'No wonder you were……, I imagine you were looking forward to…..'

Limit setting: Give guidance and positively explain boundaries by outlining what is acceptable behaviour, (separating the behaviour from the feeling).

'Whilst it is OK to feel like….. it is not Ok to behave like…..'

'I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands'

'remember we try to use words to tell people when something is not right for us'

'When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group.'

'In school, we have guidelines to follow that keep us all safe.'

'When it is raining, we need to wear our jackets to play outside.'

Problem solving: helping the child to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having 3 parts; exploring, sharing ideas and solutions.

'what were you waiting to happen?'

'how were you feeling when it happened?'

'have you felt that way before?'

‘let’s think of what you could have done instead’

‘can you think of a different way to deal with your feelings at this time?’

‘let’s put some ideas on paper of what you could do if you felt…… in the future’

‘let’s look at the list and see what we think together’

‘what ideas and suggestions do you like?’

‘Let’s decide what you will do next time you feel like this’

‘what will help you to remember this?’

‘how can you practice to…..’

Appendix 10

Serious incidents or persistent poor behaviour may lead to a suspension, in line with the current DfE statutory guidance on Suspension and Permanent Exclusion.

Incidents deemed serious include:

Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)

- We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.
- Repeated breaches of the school rules
- Verbal aggression to another child or adult
- Discrimination, intimidation and bullying including cyber bullying *(see Anti-Bullying and Discrimination section of this policy)*
- Any incident involving discrimination
- Continued disrespect towards a member of staff
- Any incident where a child could cause harm to themselves or others resulting from their behaviour
- Absconding
- Vandalism
- Theft
- Smoking or vaping
- Malicious allegation against a member of staff
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Firework
    - Pornographic images

    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Cigarettes or vapes
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing unwanted explicit content.
- Child on Child Sexual Abuse
    - This can take many forms, such as:
    - Abuse in intimate personal relationships between peers
    - Sexual violence and sexual harassment
    - Up skirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
    - Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
    - Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Appendix 11

Any prohibited items found in a pupil's possession will be confiscated**.** Items that are illegal will be handed to the police**.** Other items may be returned to parents **or** disposed of**,** depending on the circumstances and the school's judgement.

The following items are prohibited by law and will not be returned to pupils:

- Knives or weapons*
- Alcohol
- Illegal drugs*
- Stolen items*
- Tobacco and cigarette papers
- Cigarettes and Vapes
- Fireworks
- Pornographic images *
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 12

Heatherlands Primary School

Child missing / absconds from classroom procedure guidance

Current Communication Resources

Walkie talkies will be x 6 sited in :-
School Office – Main comms hub radio & MSA Roamer radio
Bubble cabin / ARC cabin / KS1 AHT office / SENCO office

Phones sited:
Staff room / Rainbow Room / EYFS creative area
Y6 Corridor / Y2 cloakroom / Y4 corridor / Studio
HT office / DHT office / AHT office / SENCO office

- Staff check location of pupil / if pupil is still on school premises then notify school office.
- Staff check last known location, known hiding points / calm down areas / areas pupil may regularly go to if absconding / Staff to check pupil's Individual Behaviour Plan (IBP) for triggers and strategies that work specifically for the pupil.

Pupil not found on school premises

Pupil seen leaving the school premises

Staff notify school office for additional support from SLT and pastoral ARC team to leave site / follow as a tag team if safe to do so.

- Staff inform parents by phone to alert them and maintain contact.
- Staff inform the police if child is not found.

Pupil is found

Parents , pupil and police (*if appropriate*) attend school to discuss the matter. This should be done as soon as possible.

Pupil deliberately absconded from class

Pupil accidently lost / misplaced

Class Teacher / staff members monitor situation

Staff call or use pink card to notify school office to raise awareness for fellow staff on site who could keep a watch from a discrete distance

Staff wait between 5 - 10 mins for child to return.
Staff stay in same area where child absconded from as pupil may return after a short while.

Pupil refuses to return to classroom despite being encouraged - staff keep watching them from a discrete distance.

Pupil comes back to classroom
Wait for pupil to de-escalate & regulate and notify school office.
Pupil's behaviour is reviewed

Staff notify school office for additional support from SLT and pastoral ARC team and not put themselves or others at risk if absconded pupil is dysregulated.

SLT to call parents to discuss restorative approach / behaviour management plan changes

Investigation of incident, if it is continuous , disruptive / violent behaviour. Determine how it happened and any lessons to be learnt. Proactive actions are agreed to prevent reoccurrence and amend pupil's IBP and any site related risk plans.

Appendix 13

Sanctions for incidents of sexual harassment or sexual violence will be determined only after a full and fair investigation has been completed by members of the Senior Leadership Team (SLT) or the Headteacher**,** and parents or carers have been informed**.**

The school's response will always be proportionate**,** taking into account both the seriousness of the incident and the need to provide appropriate education, safeguarding, and pastoral support for all pupils involved.

In making decisions about sanctions, the school will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature, context, and frequency of the incident(s)
- The need **to** balance sanctions with safeguarding and support measures for both the victim and the alleged perpetrator
- Whether the behaviour indicates a wider safeguarding concern**,** requiring referral to external agencies

This approach is consistent with the expectations set out in Keeping Children Safe in Education (DfE, 2026).

Appropriate sanctions may include:

- A verbal warning
- Reflection and apologise to the peer
- A letter and or phone call to the parents
- Heatherlands Service
- A period of internal suspension
- Suspension or permanent exclusion

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

- Responding to a report
- Reporting the incident using My Concern
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

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