

Poolbrook Primary Academy



Positive Behaviour Policy 2026-27

Date policy ratified by the Local Governing Body: 01.07.26

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Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
Sep 2023	BC	• Updated behaviour policy – clear escalation process • Woodland nurture rooms upgraded. • Reflection process based around a restorative intervention • Behaviour report cards • CPOMS recording system – providing personalised incident reports and CPOMS plans • Five-point scales introduced – Identifying triggers and how to respond • Midday supervisor training and incident reports		
Sep 2024	BC	• CPOMS introduced in replacement of Behaviour Smart as an incident recording system • Staff to report 2nd warning incidents on CPOMS		
Sep 2025	BC/BL	• Confiscation, Screening and Searching • Review of Behaviour Steps.		

1. Our School Ethos:

The '**Poolsbrook Way**' is captured by the view that; 'Clarity and consistency is kindness'. Everything we do starts with positive relationships – building, maintaining and repairing them.

We believe that children deserve our time – time to talk, to explain and find solutions.

At Poolsbrook Primary Academy we believe in and practice, a relationship-based, restorative approach to understanding behaviour. We understand that the following may have significant influence on behaviour:

1. Unmet Needs: Behaviour often reflects unmet needs. Therefore, to change behaviour we must respond to the unmet need e.g. feeling unsafe, being hungry or having low self-esteem.
2. Individual Influences: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school.
3. Relationships: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we recognise discipline as an act of teaching, not punishment. In order to provide opportunities for children to learn how to behave, unconditional positive regard is central to our school ethos.

- We know that empathy is at the core of building positive relationships; the ability to share someone else's feelings or expectations by imagining what it would be like to be in another person's situation.
- We recognise the shared duty of care towards our children, working in partnership with parents and carers to promote safety and welfare.
- We know that, as adults, 'we make the weather' and it is up to us to do all we can to ensure that all children feel safe and happy.
- It is a firm belief that consequences should be natural and logical to the situation.

At Poolsbrook Primary Academy, behaviour is a collective responsibility; this is called '**The Poolsbrook Way**', which is underpinned by our values, "the 3 Rs".

- Respect
- Resilience
- Responsibility

The '**Poolsbrook Way**' is captured by the view that; '*Clarity and consistency is kindness*'. Please refer to Appendix B for further information about The Poolsbrook Way

In support of our ethos we apply the practices outlined in the appendices.

See Appendix A – Responding in the Moment

See Appendix C – 15 Things to Build Relationships

2. Policy Aims and Objectives:

It is a primary aim that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We endeavour to create an environment in which everyone feels happy, safe and secure.

Poolsbrook Primary Academy is committed to supporting the mental health and emotional well-being of our children, staff and parents/carers. We aim to prioritise this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole-school community.

The aim of our behaviour policy is that pupils, families and staff have the necessary understanding and clarity to be kind, positive and compassionate in their response to behaviour.

3. Positive Behaviour Culture:

At Poolsbrook we are relentless in promoting a positive behaviour culture based on providing clarity and consistency. We maintain the high expectation that all children and adults in school adopt and promote this culture at all times.

Our culture is embedded within **The Poolsbrook Way**, which is built on the values of **Aim High, Be Safe and Show Respect**. Our Behaviour Curriculum outlines how we do things at Poolsbrook to ensure every child can thrive. These expectations are positively reinforced at all times by every member of our school community. They are modelled consistently by adults, actively taught to children and revisited regularly throughout the year.

The Poolsbrook Behaviour Curriculum is displayed clearly in all classrooms and around the school so it is visible in shared areas, corridors and outdoor spaces. It's purpose is to ensure that the behaviours we value become so familiar and consistently practised that they are automatic, instinctive and simply, **the way we do things at Poolsbrook**.

The Poolsbrook Behaviour Curriculum is outlined in Appendix B of this policy.



The 'Poolsbrook Way'

At Poolsbrook Primary Academy you will see us ...

AIM HIGH

- Try our best, even when things feel challenging.
- Stay confident and believe we can improve.
- Are brave and willing to take sensible risks in our learning.
- Look for opportunities to learn and make the most of them.
- Ask questions when we want to understand more.

BE SAFE

- Walk safely around school.
- Use equipment properly.
- Follow adult instructions.
- Look after equipment, property and our learning spaces.
- Make safe and healthy choices.

SHOW RESPECT

- Use kind hands and feet.
- Use kind and positive words.
- Take pride in our work, our classroom and our school.
- Are helpful friends to others.
- Use polite language and show good manners.
- Support and encourage our peers and staff.

4. Rewards:

It is a firm belief at Poolsbrook Primary Academy that children should be rewarded for positive behaviour. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and our wider community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Class Dojo points
- House tokens
- Phone calls home
- Postcards home
- Personal Class Dojo messages
- Weekly celebration assemblies
- Visits to the Phase Leader
- Visits to the Head Teacher / Deputy Head Teacher
- Showing work to a buddy classroom
- Head Teacher awards
- Going onto 'Silver' and 'Gold' and receiving stickers and tokens

Children can earn rewards by going above and beyond the '**Poolsbrook Way**'. Children's behaviour within school and each child values this approach in earning rewards. More information about how rewards are earned by children can be found within Appendix D.

	Reward	What it means	Criteria
	Role model - Gold	Denotes consistent demonstration of exceeding the Poolsbrook Way. The child will receive a gold 'role model' sticker to wear and a house token in the shape of a golden star (worth 5 house points). The child will be acknowledged by the Head Teacher / Deputy Head Teacher.	The child will be rewarded with a gold when they have demonstrated 'above and beyond' behaviours, repeatedly, over time (e.g. several times across a week or a fortnight).
	Recognition - Silver	Denotes going the extra mile to exceed the Poolsbrook Way. The child will receive a silver 'recognition' sticker to wear and a silver house token (worth 3 house points). The child will be acknowledged by the Phase Lead, who will reinforce the positive praise.	The child will be rewarded with a silver when they have demonstrated 3 or more 'above and beyond' behaviours over a day.

Whole School Reward Systems:

Class Dojos:

Class Dojo is used at Poolsbrook to recognise and celebrate children who are demonstrating the Poolsbrook Way by going above and beyond our school rules inline with our values of being respectful, resilient and responsible. We recognise that in EYFS, foundational understanding about how we should behave is still being learned and therefore rewards are given for behaviour that demonstrates the Poolsbrook Way to help children embed this from the very beginning of their learning journey.

While following the rules is an expectation for all pupils, Dojo Points are awarded for behaviour that exceeds these expectations, reflects our values at a high level, or contributes positively to our school community.

Dojo Points contribute to our house system and are added to weekly house totals. The winning house receives a reward experience at the end of the academic year.

All staff—teachers, support staff, office staff, lunchtime staff and site staff—may award Dojo Points both inside and outside the classroom. To ensure consistency and fairness, only one Dojo Point may be awarded at any given time, unless a Silver or Gold has been awarded as described above.

The Class Dojo platform allows parents and carers to instantly see the positive behaviours their child is demonstrating throughout the school day. Staff also use Dojo to send positive messages home recognising attitude, effort, kindness and learning achievements.

Staff award Dojos when a pupil demonstrates one of the following behaviours:

<i>Exceeding the Poolsbrook Way</i>			
Aim High	Be Safe	Show Respect	
Making noticeable, deliberate effort to grow 	Setting a safe example for others 	Going out of their way to help someone 	
Showing exceptional effort or determination 	Promoting physical and emotional wellbeing 	Leading by example in how they treat others 	
Persevering with a challenging task far beyond expectations 	Explaining safe choices to others in our school and the wider community 	Taking pride in the school environment 	

Poolsbrook Pride Assemblies:

During our weekly Poolsbrook Pride Assembly, one child from each class is awarded a Poolsbrook Pride certificate in recognition of how they have demonstrated our school values and followed the Poolsbrook Way.

Receiving a Poolsbrook Pride Certificate is highly valued by our pupils. It is a positive achievement that is celebrated, recorded and never removed, giving children a lasting sense of pride in their efforts.

Headteacher's Award:

The Headteacher's Award is given to children who have gone above and beyond the expectations of the Poolsbrook Way over a sustained period. This award recognises pupils who consistently demonstrate the Poolsbrook Way and act as role models for others across the school.

Children who receive the Headteacher's Award are given a special Headteacher Award sticker. This award is a significant honour and represents the highest level of recognition for exemplifying the Poolsbrook Way.

Postcards Home

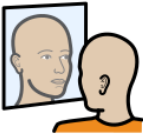
Every half term, staff select children who have consistently demonstrated the Poolsbrook Way through their exceptional respect, responsibility or resilience. These pupils receive a postcard home, sent directly to their families, acknowledging their ongoing commitment to our school values and celebrating their positive contribution to the school community.

Postcards home are a meaningful way to share success with parents and carers and recognise the children who continually go above and beyond in how they conduct themselves at school.

5. A restorative approach to challenging behaviour

At Poolsbrook Primary Academy, we promote a structured approach to behaviour. We believe that clarity and consistency is kindness. The child-friendly behaviour chart below, helps children to clearly understand the expectation and consequences for not meeting this. Warnings are given to children who are not demonstrating the 'Poolsbrook Way', thus not following our school values.

If a child demonstrates behaviour outside of the 'Poolsbrook Way', the structured approach below is taken.

Poolsbrook Primary School				
Phase 1 – Reflect	Step	Strategy	Approach	Script (in line with Emotion Coaching pedagogy)
	1	A reminder of expectations and rules 	An adult will give a quiet, calm reminder of our high expectations, in line with the Poolsbrook Way . This will be followed as quickly as possible with positive praise (repair). The adult will try to identify any unmet need, individual influences or relationship issues that may help them to understand the behaviour. The adult will make any necessary adaptations in order to prevent the behaviour from continuing.	<i>"I can see you're feeling _____ right now. Our expectation is _____, and I know you can get back to it. Let me know if something would help you."</i>
	2	A verbal warning  	If the behaviour persists, an adult will give a verbal warning. The adult will explain which school value is not being upheld, explaining how the value should be demonstrated through a short, restorative conversation on a 1:1 basis. Adults will use positive framing and a relational approach, listening to the views of the child and proactively supporting them to reengage with learning.	<i>"I can see this is still difficult for you. The value you're not showing right now is _____. That looks like _____. Help me understand what you're feeling and we'll find a way for you to be successful."</i>
	3	Reflection time in the Calm Corner 	The child will be invited to move from their working space to the class Calm Corner. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return back to their task.	<i>"I can see this is feeling overwhelming. The calm corner is a space to help you breathe, think and feel steady. Let's move to the calm corner for 5 minutes so you can reset. I'll come and check in when you are ready to return to your learning."</i>
A Restorative Approach W.A.R.M. Conversation What happened? (Explain the story) Affect/explore the harm. Who do you think was affected? Repair. How are we going to repair what's happened Move forward. How can we make sure this doesn't happen again? (Monitoring) The last step has to be followed up often, to ensure the repair has happened				

4	Reflection time in a buddy classroom 	The child will be encouraged to move to their buddy classroom with work to complete. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return to their class. A message will be sent home via Class Dojo by the class teacher (See script below) <i>Hello [Parent/Carer Name],</i> <i>I wanted to let you know that [Child's Name] spent a short period of time in a buddy classroom today to help them re-regulate and refocus. They took their work with them and were given 5 minutes to reflect and settle before returning calmly to their class. This message is simply to keep you informed. If you would like to discuss this further or would prefer a brief phone call, I'm more than happy to arrange one, just let me know.</i> <i>Thank you for your continued support,</i> [Teacher's Name]	<i>"It seems you need a little more space to feel calm and ready. Let's take your work to our buddy classroom so you can have 5 minutes to reflect and regulate. We you are ready, we can speak about this later."</i>	
5	Reflection (at the beginning of break or lunch) Child completes a reflection with class teacher, followed up with restorative conversation. Phone call home by the class teacher – inform parents/carers of reflection completed and reason for this. Invitation for parents/carers to meet with the teacher, but this is not an expectation. If regulated the child will return to class and back to step 1. Incident recorded on CPOMs by the Class Teacher, including the reflection document. 			

If the behaviour continues, or a child's behaviour escalates to a point where immediate action is needed in order to keep the child and/or others safe,, adult will request the support of the Senior Leadership Team (SLT) immediately. SLT will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. This is outlined in Phase 2 of our behaviour policy below.

Phase 2 – Restore 	6	Reflection time with senior staff member 	If the issue persists, adult to discretely call senior staff member to collect child. Again, child takes their work with them. The senior staff member discusses: - the reason for the behaviour - the impact of the behaviour on others - how the child can move forward when they return to the classroom (repair) Phone call to parents/carers by the class teacher Incident recorded on CPOMs. Restorative conversation led by senior member of staff with the child. Phase Leader to monitor behaviour over the remainder of the day/ week.
	7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session) 	Phone call to parents by the class teacher – record on the monitoring system CPOMs. Class teacher to work alongside Headteacher, Inclusion Team and parents/carers to review/ create an Individual Behaviour Plan. The Head Teacher, Deputy Head Teacher and Inclusion Team to monitor.
	8	Behaviour continues to escalate after above actions. 	Follow up meeting with family, Inclusion Team and member of the SLT – record on CPOMs. Potential Internal Suspension. Class Teacher: Develop personalised plans in collaboration with parents/carers and the Inclusion Team. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers termly.
Phase 3 – Refer	9	Relevant External agency support	Class Teacher and Inclusion Team: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.

10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. The Head Teacher, Deputy Head Teacher and Inclusion Team.
11	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

Managing behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility depending on the severity of the behaviour:

During and following any of the above steps, staff will continue to adopt **unconditional positive regard** so that the child knows that they can move forward.

Behaviour is monitored regularly. In the event that a child has been referred to a member of SLT more than twice in ½ term, a meeting will be held involving the Class Teacher, Phase Leader, SLT and the Inclusion Team. This meeting will decide the next steps which could include:

- Pastoral / ELSA referral
- Nurture
- Assessment against the B Squared SEMH Framework
- Meeting with parent/carer and 2-weekly review
- Peer Buddy

6. Logical and natural Consequences

As part of our approach to behaviour, we enroll logical and natural consequences for all our children. Depending on the situation, repercussions relate directly to a child's actions or choices. No child will be sanctioned for their choices of behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions. E.g. in the event that a display is broken, the child (with the support of a staff member) will fix the display at a time that is appropriate.

7. Behaviour that challenges

At times, a child's behaviour may escalate to a point where immediate action is needed in order to protect the safety of the child and/or others. The above policy may be deemed unsuitable for the needs of the child or the severity of the situation; this is when staff refer to and use the behaviour policy of 'Behaviour that challenges'. Staff can request the immediate support of the Head Teacher

or Deputy Head Teacher at any time that they deem necessary in order to ensure the safety of pupils and staff. Wherever possible, de-escalation strategies will be implemented and the action will be restorative in nature.

Please see Appendix A.

8. Supporting Staff

At Poolsbrook Primary Academy, we recognise the importance of providing emotional support to all staff in order to help manage stress and protect wellbeing. We do this by:

- SLT and Inclusion Team are always available to help and advise
- Offering time for reflection after incidents
- Creating and maintaining a culture where staff have the confidence to ask questions, share ideas and express feelings
- Having a team approach to finding solutions (you are not on your own)
- Flying High Trust support available
- De-escalation training
- Investment in CPD for staff

If a member of staff is hurt during an incident, a report will be made to Derbyshire County Council Health and Safety Department. A record will be made of any physical intervention that may be necessary.

We understand that staff need to be regulated in order to support others. Sometimes incidents can be overwhelmingly stressful and upsetting; we encourage staff to recognise when they need to remove themselves from a situation, finding alternative support for the child and instructing colleagues to take over. Staff will be given time to regulate and emotional support is offered by a member of SLT or the Inclusion Team.

9. Who is this policy for?

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within our school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

10. Equality Duty

In developing this policy and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics including between people who do and don't share a protected characteristic

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

11. Safeguarding

As a school we take our responsibility to safeguard our children extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs

of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk: radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

12. Recording

We log all behaviour incidents of Step 5 or above on CPOMS. Factual details are included and any intervention from staff involved. Any behaviour incident that comes under the DfE guidelines regarding behaviour is logged with additional detail on CPOMS e.g. child on child, online/cyber, sexual harassment, racial, homophobic or transphobic, indirect, coercion or extortion. Parents/carers are informed of any incident, whether their child is the victim or the perpetrator of the behaviour. Any incident under 'the protected characteristics' are also recorded on CPOMS. All staff have training annually following updates to the 'Keeping Children Safe in Education' statutory guidance, to ensure their understanding of incidents related to child on child abuse are recorded accurately.

The Head Teacher, Deputy Head Teacher and Inclusion Team monitor the number of behaviour incidents each term and produces a report. Information is shared with Governors through the Head Teacher's Report to Governors each term. Designated Safeguarding Leads meet fortnightly to review data on incidents and monitor any concerns.

13. Confiscation, Screening and Searching

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation (July 2022) guidance.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher. An authorised person may search a pupil's pockets or possessions. The authorised person will only carry out a search if they believe:

- a pupil is in possession of a prohibited item
- not doing the search would put the pupil, other pupils or staff at risk
- the search does not pose a safeguarding risk

The search would be explained to the pupil, and they would be requested to co-operate. For example, "I would like you to show me inside your bag and turn out your pockets".

If the pupil refuses to co-operate the authorised staff member would inform the headteacher who would determine the next steps on a case-by-case basis. The staff member who carries out the search should inform the DSL without delay of any incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and/or if they believe the search has revealed a safeguarding risk.

All searches will be recorded on the school's online system (CPOMS) and parents/carers will be informed as soon as reasonably practical. Any prohibited items will be confiscated and parents/carers informed. If a pupil is suspected of criminal behaviour, the school will assess whether to report the incident to the police.

14. Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Children 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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above ‘Beyond Challenging section’ and our ‘Child Protection’ policy.

15. Bullying and ‘relational conflict’

Hollingwood Primary School and Derbyshire County Council use the definition of bullying provided by the [Anti-Bullying Alliance](#):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”

At Hollingwood we use the term ‘relational conflict’ when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the children to resolve any negative feelings. At Hollingwood we monitor children following a ‘relational conflict’ to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

16. Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Hollingwood Primary School is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

Reasonable Force – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.

Physical Restraint – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.

Non Force Restrictive Intervention – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).

Guided Physical Intervention – Low level, non forceful contact to guide a pupil to safety.

Seclusion – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

Minimising the Need for Restrictive Intervention

Hollingwood Primary School employs proactive approaches including de escalation strategies, relational support, curriculum adaptation, behaviour plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual behaviour support plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

Authorisation of Staff

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is necessary, proportionate and the least restrictive option to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also authorise other adults (e.g., volunteers on school visits) to use this power in line with law and guidance.

Deciding whether to use restrictive intervention

When considering use of restrictive intervention, staff must apply the following principles:

- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

Using Reasonable Force and Other Restrictive Interventions

If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

Recording and Reporting

The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint.
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice (see Appendix 6).

Post Incident Support

Hollingwood Primary School will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

Training

Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de escalation, with regular refreshers.

Oversight and Governance

The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

17. Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Hollingwood Primary School commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

Expectations for Behaviour in Alternative Provision

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

Monitoring and Oversight

Hollingwood Primary School retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

Reintegration

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

18. Suspensions and Permanent Exclusions

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Hollingwood Primary School, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

19. Staff Support

At Hollingwood we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- Inclusion Team support and advice
- A culture where the staff have the confidence to share questions, ideas and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

20. Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that children can be vulnerable in many ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our children safe.

For further information please see our Child Protection and Attendance Policies.

21. Complaints and Allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding, and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

For further details please refer to our Complaints Policy.

We will also make clear to our children that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for children, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

Appendix A – Behaviour that challenges

The 'Poolsbrook Way' is captured by the view that;

'Clarity and consistency is kindness'

Our system is founded on:

Children striving to be role models. Role models are 'golden' children, who are consistently 'Aiming High, Being Safe and Showing Respect'. Children know what is expected of them and they go about their day happily and safely. They try their best, they never give up and are respectful towards others and property. Role models can be spotted using lovely manners, walking smartly, helping friends and listening to instructions.

Sometimes, in our strive to be role models, children may need help to understand and make the right choices. 'The Castle' helps if this is tricky.

In 'The Castle', children use the time to be calm, reflect and rethink. Children learn about relationships, role-modelling, how to use positive phrasing and how to accept comfort and forgiveness. 'The Castle' is a place for children to learn more about themselves and how to approach situations differently.

Occasionally, poor choices hurt or offend others, or damage property. Children will then complete the restorative process in the Castle with SLT. This time is used for children to reflect on the situation and how they can resolve their actions. If this is the case, we will share our concerns with parents.



	The Team			
	Senior Leadership Team	Nurture Lead	Teachers	Teaching Assistants / SEND Support
Roles and Responsibilities	- Communicate a clear and consistent strategy - Provide CPL for staff, including those who volunteer or are new to the school - Communicate strategy to parents and the wider community - Support staff to meet parents (either by rehearsing a script or being in attendance of Tier 1 and 2 pupils) - Complete necessary documentation – Eg Internal Exclusion forms - Add 'Incidents' to CPOMS - Follow ups to be added to incidents of CPOMS - Restorative process carried out with children.	- Liaise with team members to provide contextual safeguarding information and follow up on actions to maintain safety and wellness of pupil - Plan for and provide ELSA activities and interventions for pupils identified - Record progress and communicate to parents as part of regular review programme - Carry out assessments of pupil need resulting from teacher referral - Adapt timetables to meet the needs of the children	- Promote the behaviour management strategy consistently and fairly in the classroom - Provide children with behaviour scaffolds (sticker chart / bespoke timetable etc) - Early identification of need - Attend meetings which promote the safety and well-being reviews - Discuss application of sanctions with Phase Leads - Use positive phrasing - Log behavioural incidents onto CPOMS - Complete Boxall profiles for high need children. - Support the behaviour lead with completing Behaviour Plans	- Promote the behaviour management strategy consistently and fairly in the classroom - Ensure a child's bespoke timetable is followed scrupulously - Be proactive and pre-emptive - Use positive phrasing - Provide feedback to the teacher - Be flexible, supporting / covering in the event of an incident - Deliver a 'Soft Start' where appropriate
	Tier	Actions		
Tiered system <i>(predominantly for children with additional need)</i>	Tier 1 – displaying dangerous behaviours (Refusal to carry out instructions, swearing repeatedly, deliberate provoking of others,	- Meeting with parents required with fortnightly reviews - Boxall profile completed, identifying areas of need - Individual Risk Management Plan in place - Counselling services considered - Identification of frequency of dangerous behaviours for baseline - Invited to nurture breakfast club - Bespoke programme of nurture put in place		

	prejudicial behaviours, hitting/hurting with intent)	• Restorative practices implemented daily • Lunchtime/Breaktime Reflections with the Deputy Head / Nurture Lead available daily • Team Teach trained staff may be called up on to remove children from the classroom • Nurture Lead to deliver activities to help children understanding their emotions e.g. Roots to fruits, mood diary's, Hidden Chimp, Empower, Zones of regulation.			
	Tier 2 – low level behaviours which prevent others from learning	• Meeting with parents required with fortnightly reviews until resolved • Restorative practice work completed when necessary • Lunchtime Reflection with the teacher for 3 minutes • Nurture Lead to deliver workshops with small groups of children to train them how to regulate and manage emotions			
	Tier 3 – preventative intervention needed due to vulnerabilities (bereavement, loss, trauma)	• Parental consent obtained for therapeutic intervention • ELSA / counselling • Nurture Lead bereavement counselling provided • Restorative practice work carried out			
Referral process	Any staff member may refer a child to the Inclusion Team				
Assessment	Boxall Profile Individual Behaviour Plan Wishes and Feelings Inclusion Lead supports Behaviour profiling				
	All staff	ECTs	Volunteers	Midday supervisors	Nurture Lead
CPL	Emotion Coaching Assertive/ Positive phrasing De-escalation strategies 5 point scale	Trauma-informed practice Paul Dix approach	Induction into HPS behaviour management system	Organising and developing play Greetings	Positive handling
Rewards	• Class Dojo Points / House Token (instant recognition) • Direct parent messaging to communicate / celebrate with parents • Praise postcards sent home • Silver (Recognition) and Gold (Role Model) stickers and tokens • Special Mentions Assembly • Visit to Headteacher / Deputy Headteacher				

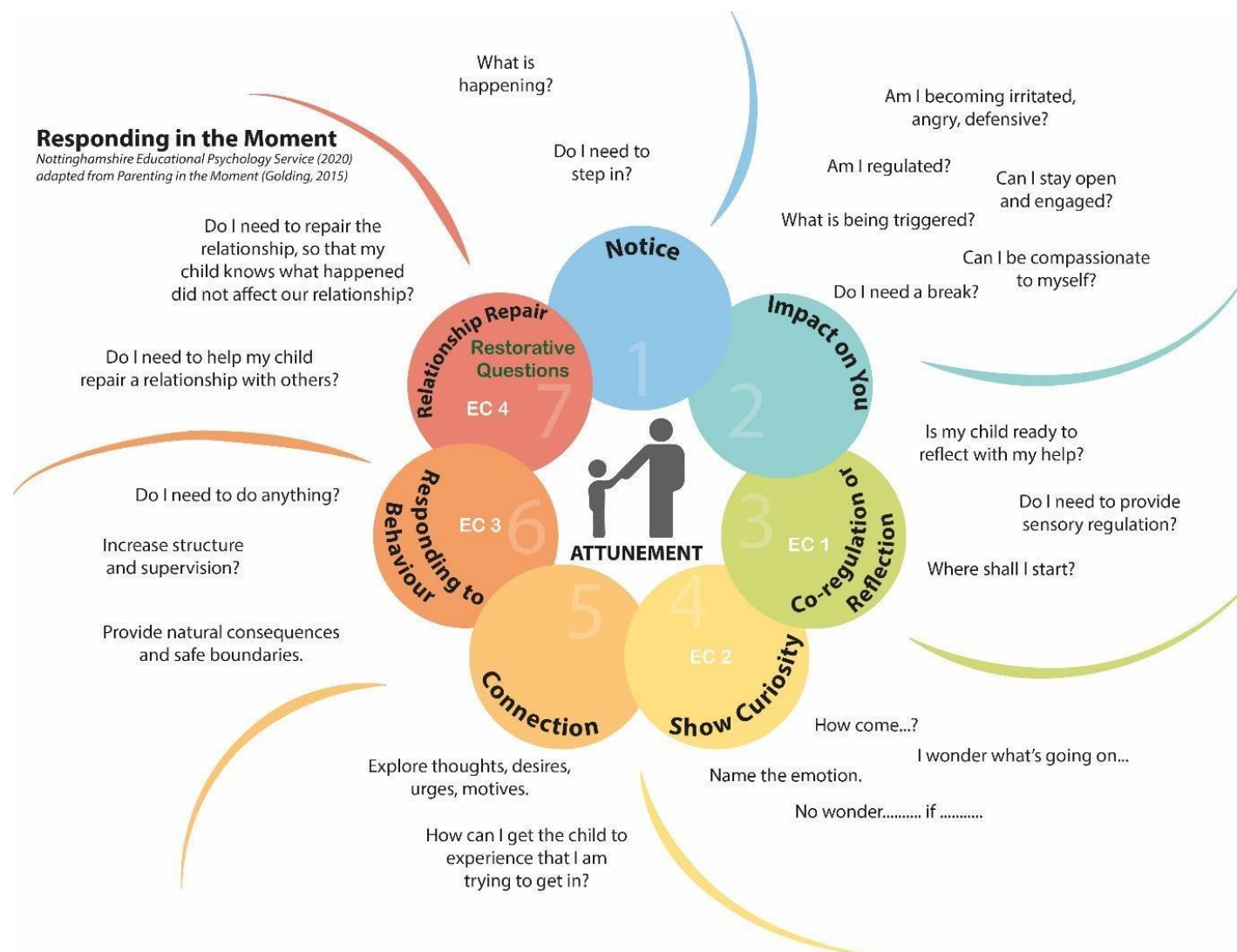
	• Phone calls home with children present	
Classroom Environment	Each classroom will display (when possible) the Class Dojo dashboard Each classroom will display the 'Poolsbrook Way' Each classroom will display the 'Exceeding the Poolsbrook Way'	
Positive phrasing stem sentences	• You're late! • You've already missed an hour of learning! • Don't run in the corridors! • _____ stop talking when I am. • I'm getting fed up / annoyed now. • Don't talk like that. • Do I need to separate you? • What a mess! • I explained how to do this already. • Calm down. • Stop shouting.	• I'm really pleased you're here today. • You're here in time for English, that's great! • Remember to walk in corridors. • It's great to _____ listening whilst I'm talking. • It makes me happy when you _____. • We use kind words at Poolsbrook. • Would you benefit from a break apart? • It looks like you've had fun here. How can we get it cleaned up? • Maybe I can show you another way. • Breathe. I'm here to help. • Take a deep breathe, then tell me what's happened.
Soft Start	A 'soft start' is available for children who face challenges at transition times – the start of the day, registration after lunchtime. Soft starts create a calm and nurturing environment that focuses on building positive relationships and helping children transition smoothly into the learning activities ahead. This approach recognises the importance of emotional well-being and the impact it has on a child's ability to engage with their studies effectively. - <u>Before school:</u> Children are invited to come into school earlier 8:30am to have breakfast in the Canopy Room. Staff ensure this is a positive and calm start to the day. - <u>Transitional Soft Start:</u> Teachers identify who need a soft start at the end of lunchtimes / between lessons. Staff ensure children have time to have a drink and calm before being ready to access lesson. Teachers may identify patterns to a child's behaviour and organise for TA / Family Support Worker to facilitate a soft start for these children.	

	- <u>The Castle Soft Start</u>: If a child has accessed The Castle area for reflection, staff may decide that a soft start is needed in order to return to the classroom. Children may work outside of the classroom before being reintroduced into the classroom setting.
The Castle	The Castle consists of two nurture rooms, specifically set up to enable children to explore their feelings and emotions. It is a nurture facility which provides support, bespoke emotion coaching and resilience activities. - A quiet, home-like living room with soft furnishing, sensory lights, sensory audio and smells. It is sensory based to support regulation. - An area equipped to deliver soft-starts and high-quality resources to support nurture activities. This area is learning based and replicates the classroom environment.
Restorative Practice	The restorative process is used to encourage children to talk through the incident, the emotions that they were feeling before, during and after and the aim is to develop strategies to support the child in managing their own behaviours so that it doesn't happen again. All sessions will be with a member of SLT. The restorative process is used to discuss these 5 key questions: 1. What happened? 2. What were your choices at the time? 3. Who else was affected by your behaviour? 4. What have you thought since? 5. How can we make this right? All documentation is added to each individual child's portfolio. Further activities that children will be exposed to are: • Axis of emotion • Breakwell Assault Cycle • Friends Venn • Blob Blanks resources

	• Roots to Fruits • Mood Diary Scale • Reflection sheets • Solution cycles • Stress container questioning Children may require a 'soft start' to integrate back into the classroom – this could be working outside of the classroom before re-joining the lesson.
Logical and natural consequences	As part of our approach to behaviour at Hollinwood, we enroll logical and natural consequences for all our children. Depending on the situation, repercussions or outcomes relate directly to a child's actions or choices. No child will be sanctioned for their choices in behaviour in a way that is detrimental to the child. The consequences are connected to the behaviour, allowing the child to understand the cause-and-effect relationship. As part of our reflection process, a child will have to restore their actions in a way that is valuable to them. The purpose of using such consequences is to help the student recognise the impact of their behaviour and take responsibility for their actions. Examples: In the event that a child is in a state of dysregulation and is throwing equipment around a classroom, the SLT member will reassure the child that they are available to support them, and remind them that they will have to restore the area. The time at which the child restores the area is decided by SLT – this may be during a break time, where there is less disruption to the other children. In the event that another child or member of staff is hurt, a meeting will be held by SLT, and will involve all parties. This will provide the opportunity for the person hurt to explain how they feel as a result of the child's actions. The child will be given the opportunity to apologise. With the support of parents/carers, the local PCSO may be invited to the meeting to reinforce what it means to be a good citizen.
Physical restraint	All physical restraint should be completed alongside our 'Positive Handling Policy' <u>Summary of the policy:</u> In some circumstances, staff may use reasonable force to restrain a pupil to prevent them: • Causing disorder • Hurting themselves or others • Damaging property Incidents of physical restraint must:

	• Always be used as a last resort • Be applied using the minimum amount of force and for the minimum amount of time possible • Be used in a way that maintains the safety and dignity of all concerned • Never be used as a form of punishment • Be recorded and reported to parents
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Appendix A – Responding in the moment



Appendix B – The Poolsbrook Way

The Poolsbrook Way is our whole-school approach to behaviour, built on the principle that “Clarity and consistency is kindness.” It is underpinned by our three core values: **Aim High, Be Safe, Show Respect**. These values guide how children interact with others, approach challenges, and take ownership of their actions. The Poolsbrook Way is an expectation for *every* child, in every space, and at every point of the school day. By promoting positive relationships, high expectations, and restorative practices, the Poolsbrook Way ensures that every child feels safe, valued, and supported to make positive choices and learn from mistakes.

Examples of how children might demonstrate the Poolsbrook Way:

The Poolsbrook Way		
<u>Aim High</u>	<u>Be Safe</u>	<u>Show Respect</u>
- Try our best, even when things feel challenging. - Stay confident and believe we can improve. - Are brave and willing to take sensible risks in our learning. - Look for opportunities to learn and make the most of them. - Ask questions when we want to understand more.	- Walk safely around school. - Use equipment properly. - Follow adult instructions. - Look after equipment, property and our learning spaces. - Make safe and healthy choices.	- Use kind hands and feet. - Use kind and positive words. - Take pride in our work, our classroom and our school. - Are helpful friends to others. - Use polite language and show good manners. - Support and encourage our peers and staff.

The Poolsbrook Behaviour Curriculum (how we do it here)

Transition/ moving around school

Entering the Hall

- Class line up silently in the classroom, register order.
- Class line is organised by teacher so as to avoid particular children sitting together if necessary.
- Class walks down corridor quietly. Teacher leads but ensures that the line can be seen by them at all times (continuously looking back). Teacher stops the line if the noise level/behaviour is not acceptable and lets the children know this in a calm and quiet manner – non-verbal communication is preferable whenever possible. Children are reminded of the Poolsbrook Way
- Class sits down silently, facing the adult leading the assembly. Year 6 children to sit on the benches at the back of the hall.
- Class to be praised at each of the stages above so that they know what they are doing well. Children are reminded to follow the Poolsbrook Way

During Assembly

- Encourage all children (non-verbally) to participate. During singing, staff to model singing and signing as appropriate.
 - Throughout the assembly, staff to continuously check for appropriate behaviour:
- Legs crossed
 - No talking
 - Respect for the speaker at all times
 - Joining in, hands-up when requested

Class to be praised (non-verbally) at each of the stages above so that they know what they are doing well. At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention. If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures.

Leaving the Hall

- As entering the hall
- Children are quiet until they are back in the classroom – praise on return.

Transitions

- Children should walk on the left hand side of the corridor in single file. With their arms down by their side.
- Children should be silent when walking down corridors
- An adult should be at the front of the line, but be able to see down to ensure standards are maintained.
- On the stairs, children should hold the handrail and walk up and down on the left side.

P.E/Class Activities in the Hall

Entering the Hall

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall eg. “Once in the hall, find a space, sit silently facing the front.”
- Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

Leaving the Hall

- As entering the hall
- Children are quiet until they are back in the classroom – praise on return.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. As the class learn the expectations, a gentle reminder will be all that is needed as well as praising all those who are doing what is expected.

In and Around the Classroom

Environment

- The classroom will be tidy, well-ordered and well-resourced at all times.
- Children's work areas will be tidy as they work and after each lesson.
- The classroom will be a place where children and adults alike enjoy spending time; they feel comfortable and welcomed.
- Working walls and classroom resources will be clear and consistent in every room, supporting the learning of all children and removing the need for pupils to learn new routines when they move between classes.
- Teachers will have resources ready before the start of every lesson.

Learning Behaviours

- Eye contact will be given to the speaker.
- No one will speak over anyone else.
- Body language will be positive and respectful.
- Children will respond immediately to the bell when a staff member rings it, following our 'Signal – Pause – Insist' model. When the bell sounds, pupils stop what they are doing, pause, and give their full attention to the adult.

Child Behaviour

- Children will use good manners at all times eg. greetings, please/thank you ...
- A calm and respectful tone will be used so that all can be treated with dignity.
- Children will treat peers and adults as they would want to be treated themselves.

Adult Behaviour

- Adults will use good manners at all times eg. greetings, please/thank you ...
- A calm and respectful tone will be used so that all can be treated with dignity.
- Adults will treat peers and children as they would want to be treated themselves.

Appendix C – Behaviour escalation curves

Appendix C: 15 Things to Build Relationships

1	Be who you needed when you were at school. Every child needs a champion.
2	Make regular deposits into the positive bank.
3	Know your children well and allow them to know you well.
4	Difficult child or child with difficulties?
5	Separate the deed from the doer.
6	The best apology is changed behaviour.
7	Catch them getting it right more than you catch them getting it wrong.
8	Magnify strengths rather than weaknesses.
9	Strike when the iron is cold.
10	We learn to care by being cared for.
11	Smile at children, it's good for you both.
12	There is always a solution – you need to give your time to find it.
13	Never assume you deserve respect – you must earn it.
14	Calm begets calm.
15	Sometimes the child knows best!

Exceeding the Poolsbrook Way 		
Aim High	Be Safe	Show Respect
Making noticeable, deliberate effort to grow 	Setting a safe example for others 	Going out of their way to help someone 
Showing exceptional effort or determination 	Promoting physical and emotional wellbeing 	Leading by example in how they treat others 
Persevering with a challenging task far beyond expectations 	Explaining safe choices to others in our school and the wider community 	Taking pride in the school environment 