



Behaviour Policy

Using a relational and restorative approach

2026 - 2027

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"Integrity is doing the right thing, even when no one is watching." – C.S. Lewis

At Holsworthy Primary School our vision is **working together, growing together, all to flourish**. Based on the bible verse from John 15:5, we believe that God is the vine; God is love. Our Christian vision and values help us foster positive relationships between pupils and between staff and pupils. This is the key to developing good behaviour. These relationships, built on mutual respect and trust, combined with high expectations and simple, clear rules are the foundations for high standards of behaviour.

Our Values: Respect, Love, Responsibility, Wisdom, Integrity, Grit

Our rules: Ready, Respectful & Safe

1. Aims of this Policy

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Holsworthy Aims

At Holsworthy CofE Primary School, we aim to create a culture that promotes excellent behaviour. We aim to:

- create an environment where everyone is ready to learn, respectful and safe

- use our Christian values to nurture each child so that they may grow and flourish
- develop a climate of certainty for pupils through consistency and routine
- provide clear guidance for children, staff and parents on our approach to developing positive behaviours and relationships
- put the development of positive relationships at the heart of our approach to supporting pupils with their behaviour
- root our approach in kindness
- focus on restorative approaches not punishment
- recognise that children communicate through their behaviours
- recognise that some children follow people first, then rules
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

“They aren’t giving you a hard time, they’re having a hard time.”

— Jen Alexander, Building Trauma-Sensitive Schools

3. 1 Key Behaviour Expectations

Respect

We treat everyone with dignity and kindness.

“So in everything, do to others what you would have them do to you.” – Matthew 7:12

- We show **compassion** by helping others and noticing when someone needs support.
- We follow **democracy** by listening to others, sharing ideas, and taking turns.
- We understand **consent** by asking before touching or using someone’s things, and respecting their answer.

Love

We care for ourselves and others because everyone is special.

“Love one another as I have loved you.” – John 13:34

- We know our **self-worth** and treat ourselves with **kindness**.
- We show **forgiveness** by saying sorry and giving others a chance to make things right.
- We celebrate **diversity** by accepting and enjoying what makes each person unique.
- We practise **self-care** by looking after our bodies, minds, and feelings.
- We show **self-awareness** by thinking about how we feel and how we act.
- We show **acceptance** and **kindness** by including others and being kind, even when they’re different from us.

Responsibility

We take ownership of our actions and care for the world around us.

“Whatever you do, work at it with all your heart, as working for the Lord.” – Colossians 3:23

- We are **agents for change** by standing up for what is right, even when it’s hard.
- We **navigate our emotions** by naming our feelings and finding ways to stay calm.
- We help **save our planet** by recycling, reducing waste, and caring for nature.
- We are **accountable** for our own actions.

Wisdom

We learn from others and make thoughtful choices.

“Blessed are those who find wisdom, those who gain understanding.” – Proverbs 3:13

- We **learn about and from one another** by listening and being curious.
- We show **empathy** by imagining how others feel and responding with kindness.

- We use **judgement** by thinking before we act and choosing what's right.
- We show **humility** by admitting mistakes and being open to learning.
- We show **faith** by trusting in God and believing in ourselves and others.

Integrity

We do what's right, even when no one is watching.

"The Lord detests lying lips, but He delights in people who are trustworthy." – Proverbs 12:22

- We follow ethics and **morals** by making honest and fair choices.
- We respect the **rule of law** by following school rules and understanding why they matter.
- We show **individual liberty** by making good choices and respecting others' choices.
- We **practise inclusion** by making sure everyone feels welcome.
- We show **acceptance** by treating everyone with kindness, no matter who they are.
- We believe in **justice** by standing up for fairness and helping others when things aren't right.

Grit

We keep going, even when things are tough.

"Let us run with perseverance the race marked out for us." – Hebrews 12:1

- We show **determination** by trying our best and not giving up.
- We show **resilience** by bouncing back after mistakes or challenges.
- We show **courageous advocacy** by speaking up for others and doing what's right.
- We **learn from failure** by reflecting and trying again.
- We show **bravery** by facing fears and doing hard things with **courage**.
- We have **faith** in God even when we can't see the whole picture and believe that He will help us make good choices in life.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our Behaviour Policy is based on a **relational approach** and **restorative practice**.

3.2 Teaching Positive Behaviour Through Our School Behaviour Curriculum

At Holsworthy, we recognise that children are still learning how to behave and interact respectfully with others. We do not assume that pupils automatically know how to make good choices or manage their emotions—these are skills that must be taught, modelled, and reinforced consistently. Our behaviour curriculum is designed to support this learning journey and is rooted in our core values: Respect, Love, Responsibility, Wisdom, Integrity, and Grit. These Christian values guide everything we do and help children understand not just *what* is expected, but *why* it matters. By linking behaviour expectations to these values, we aim to nurture thoughtful, resilient, and compassionate individuals who contribute positively to our Christian school community and beyond.

3.3 Relational Approach

"The foundation of positive behaviour is the supportive, caring relationship you form with the students."

— Dyane Lewis Carrere & Wynne Kinder, The Re-Set Process

At Holsworthy, we know that the way to effective and positive behaviour is by establishing genuine relationships. A 'relational approach' is a way of interacting or communicating with

others that embodies core values such as respect, inclusiveness, honesty, compassion, cooperation and humility.

There are 3 main components to the relational model: Developing Relationships, Responding and Calming and Repairing and Restoring.

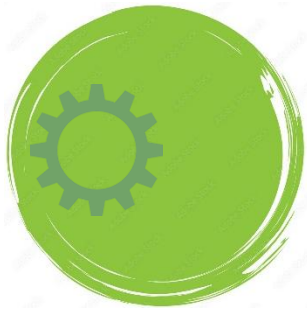


Developing relationships

Developing Relationships involves building relationships, supporting inclusion and setting boundaries. In order to be successful at school, all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school.

This is done though providing relational support in the form of Protection, Connection, Understanding and Care.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEN and wider needs have been recognised and supported. In order to learn together we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations of behaviour, agreements and rules. Boundaries should be clearly communicated and regularly discussed.



Responding and calming

Responding and Calming involves Keeping Calm, Regulating Emotions and Managing Crisis.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment.

Most children will at some point overstep a boundary and will need reminding about agreements and expectations. We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries.

Children who experience strong emotions that lead to harmful or challenging behaviour will need skilful co-regulation to enable them to be calm and develop their capacity for regulation. How we respond in a crisis should be coordinated, clear and communicated to ensure the safety of all students.



Repairing and restoring

Repairing and Restoring involves Resolving Conflict, Repairing Harm and Supporting Change. Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills.

Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.

4. Responding to behaviour

4.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach and promote the behaviour curriculum
- Communicate regularly with parents and carers
- Develop a positive relationship with pupils, by:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Maintaining consistency
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement (positive noticing)

4.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

When responding to misbehaviour, all staff will aim for consistency and will use a restorative approach.

4.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or a postcard home
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a role with responsibility
- Whole-class or year group rewards, such as a popular activity (e.g. a trip to the park)
- Treasure coins for a whole-school reward

5. Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

5.1 De-escalation techniques

De-escalation techniques are strategies used to help calm a pupil who is becoming upset, angry, or overwhelmed, and to prevent a situation from escalating into a more serious behavioural incident. These techniques are especially important in primary settings, where children are still learning to manage their emotions and responses.

Examples of these include:

- Using a **calm voice** and **open body language** - this helps pupils feel safe and less threatened.
- Offer a **safe space** where the pupil can go to calm down.
- Giving **time and space** by allowing the pupil a few minutes to breathe and settle without pressure to talk or explain immediately.
- Using simple, **positive language** – e.g. "I'm here to help." "Let's take a deep breath together." "You're safe now."
- Focus on the **feelings first** – e.g. asking questions like "How are you feeling right now?" "What do you need to feel better?"
- Giving small, manageable **choices** helps pupils feel more in control.
- Use visuals or prompts - visual emotion charts, breathing cards, or "I need..." prompt cards can help younger children communicate when words are hard to find.
- Encouraging a **sensory circuit**, or a **movement break**.
- Moving to a **different seat** or a **different class**.
- Speaking to a **trusted adult**.
- Completing work or a regulating activity in **Sherwood**

If behaviour persists or requires follow-up, all staff are trained to conduct a restorative conversation following the 6 steps of the restorative approach with the use of pre-arranged scripts, phrases and/or visuals.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

5.2 Restorative Practice

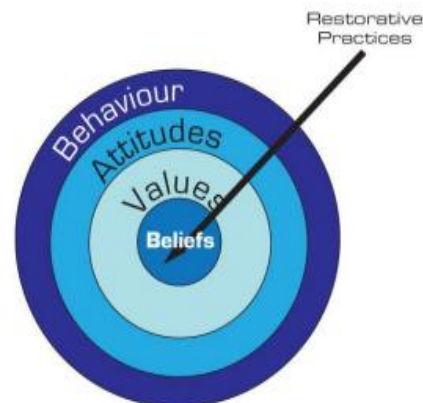
At Holsworthy CofE Primary School, we use a restorative approach to create a positive learning environment where pupils have the necessary skills to self-regulate their own behaviour and learning. Restorative practice has been found most effective when implemented as a whole school approach by aiming to:

Develop – emotional literacy, truth telling, accountability, responsibility;

Improve – behaviour, attendance, learning environment, teaching;

Increase – empathy, happiness, social and communication skills;

Reduce – bullying, exclusions, conflict, need for sanctions.



Restorative practices can change behaviour by challenging core beliefs, rather than simply just managing the behaviour.

5.3 Having a Restorative Conversation

A restorative work is usually non-prepared, often a quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions.

Restorative conversations take the following form:

Example scripts can be found in Appendix 2.

5.4 Use of Visuals

Some children, either due to their age or their level of understanding will require visuals to scaffold and support their understanding of the conversation. These can be found in Appendix 3.

5.5 Restorative language

Restorative language is a way of communicating that removes stereotypes and labels and shows empathy and understanding for others. It aims to restore effective communication, relationships, and perspectives when there is a conflict or harm. Restorative language does not blame, shame, or criticise, but instead acknowledges the experiences and needs of all individuals involved. Restorative language can help to promote accountability and repair harm.

	Complex	Simpler	Basic
Tell the story	Perspective Reflection Ownership Integrity Listen	Explain Remember Truth Listen Choices	Say Share Listen Talk Choices

Explore the harm	Responsibility Consequences Acknowledge Fairness Compassion	Fairness Emotions Hurt Respect Understand	Fair Feelings Hurt Kind Respect
Emotions	frustrated, overwhelmed disappointed relieved confident anxious furious	Lonely Disappointed Worried Upset Hopeless Annoyed Jealous Frustrated Mad Impatient	happy sad mad worried calm
Repair the harm	Reconciliation Making amends Restitution Restoring Honesty	Apologise Repair Help Kindness Promise	Sorry Help Fix Try Better
Reach an agreement	Compromise Mediation Cooperation Resolution Mutual understanding	Solve Teamwork Share Agreement	Work together Plan Friend Share Agree
Follow-up	Forgiveness Rebuilding trust Commitment Learning from mistakes Guidance	Improve Change Try again Support Trust	Learn Try again Change Help

5.6 Natural Consequences

There may be need for a natural consequence.

Natural consequences are those that arise logically from a pupil's actions, helping them to understand the impact of their behaviour in a meaningful and respectful way. Rather than imposing punishment, natural consequences guide children to make better choices by allowing them to experience the results of their actions. For example, if a pupil damages a shared resource, a natural consequence might be helping to repair or replace it. This approach, as advocated by Paul Dix, encourages reflection, responsibility, and restoration—fostering a culture where pupils learn from mistakes and feel supported in making things right.

When giving consequences staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following in response to unacceptable behaviour:

- Setting of written tasks such as an account of their behaviour to encourage reflection

- Expecting work to be completed at home, or at break or lunchtime
- If they have broken trust, they may experience a loss of privileges
- If they have made a mess, they will be asked to clear it up
- If they aren't listening to their teacher, they may be asked to speak with a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil 'on report' so that we can support and monitor behaviour alongside the pupil
- The pupil may be removed from the classroom if they are stopping other pupils from learning
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

5.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMS and reported to the Senior Leadership team and to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

5.8 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

5.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

5.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the Senior Leadership or Safeguarding Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

5.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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
- 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.

5.12 Respecting Differences and Preventing Discriminatory Behaviour

At Holsworthy CofE Primary School, we are committed to creating a safe, inclusive, and respectful environment for all pupils, staff, and families. We celebrate diversity and ensure that everyone is treated fairly, regardless of their:

- Race or ethnicity
- Religion or belief
- Gender or gender identity
- Disability or special educational needs
- Sexual orientation
- Family background or personal circumstances

We do not tolerate any form of bullying, harassment, or unkind behaviour that targets someone because of who they are. This includes:

- Prejudice-based bullying (e.g. racist, homophobic, sexist, or ableist behaviour)
- Discriminatory language or actions
- Unkind behaviour linked to protected characteristics

Such behaviour is taken seriously and will be addressed in line with our behaviour and safeguarding policies. Pupils are taught to value differences, show empathy, and speak up if they witness or experience unfair treatment.

We work closely with families and external agencies when needed to ensure that all incidents are dealt with appropriately and that support is provided to those affected.

All cases of bullying, prejudice or racism in a school or early years setting is reported to the Equality, Diversity and Inclusion (EDI) team within Devon County Council.

6 Serious Consequences

While our approach prioritises teaching and supporting positive behaviour, there are times when serious consequences are necessary to ensure the safety and wellbeing of all members

of our school community. Actions such as removal from class, suspension, or permanent exclusion may be used when a pupil's behaviour poses a significant risk to themselves or others, causes serious disruption to learning, or involves repeated breaches of our behaviour expectations. These decisions are never taken lightly and are always guided by our school values—Respect, Love, Responsibility, Wisdom, Integrity, and Grit—as well as national guidance and safeguarding principles. Our aim is to respond proportionately, fairly, and with a focus on helping the pupil reflect, repair, and re-engage with their learning.

6.1 Removal from the Classroom

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the safeguarding team and will be removed for a maximum of 1 full day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with a mentor
- Use of teaching assistants to provide additional support
- Short-term behaviour report cards
- Long-term relational support plans
- Bespoke timetables
- Multi-agency assessments and support

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal.

6.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

6.3. Supporting pupils following a serious consequence

Following a removal from the class or school, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Pupils and Parents/Carers are invited to a reintegration meeting
- Provision will be adapted and daily contact with a key adult from the senior leadership team will be maintained
- External support from the SEMH team will be sought

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

7.2 Adapting Consequences for Pupils with SEND

At Holsworthy, we recognise that some behaviours may be linked to a pupil's SEND, and we take care to understand the underlying causes before applying any consequences. In line with the Equality Act 2010, we make reasonable adjustments and use our best endeavours to meet individual needs. Serious consequences such as removal from class, suspension, or permanent exclusion will only be considered when behaviour poses a significant risk or disruption, and after all appropriate support strategies have been explored. These decisions are made carefully, with input from parents, professionals, and in accordance with statutory guidance, ensuring that our response is both lawful and compassionate.

- A suspension or exclusion may be considered unlawful if it results from a school's failure to provide adequate support or reasonable adjustments for a pupil's SEND.
- Schools must not exclude a pupil simply because they have SEND or a disability that the school feels it cannot meet.

- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Pupil Transition

8.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Some children will require a more enhanced transition. In some cases, the school will make contact with a previous setting to ensure a more detailed handover between professionals takes place and working provision is in place ready for the child to start at school.

8.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition hand-over meetings. Some children will receive an enhanced transition which may include:

- Additional time spent with their new teaching adults
- A transition book to take home
- Time with a mentor to discuss their transition
- A postcard home during the holidays
- A visit to school prior to school restarting in September to familiarise themselves with their new class

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

9. Monitoring arrangements

9.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed at least annually.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By location
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

9.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

10. Links with other policies

This behaviour policy is linked to the following policies

- Equality policy
- Anti-Bullying policy
- Child protection and safeguarding policy
- positive handling and physical intervention policy
- Mobile phone and Smart Watch policy

Appendix 1

Written Statement of Behaviour Principles

At Holsworthy CofE Primary School, our behaviour principles are rooted in our Christian ethos and our core values: Respect, Love, Responsibility, Wisdom, Integrity, and Grit. We believe that every child is made in the image of God and deserves to be treated with dignity, compassion, and fairness.

- Every pupil has the right to feel safe, valued, and respected, and to learn in an environment free from disruption.
- All pupils, staff, and visitors are treated with love and respect, and are protected from any form of discrimination.
- Staff and volunteers model integrity and wisdom in their conduct, setting a Christ-like example for pupils.
- Rewards and consequences are applied consistently and fairly, reflecting our values and promoting responsibility and growth.
- The behaviour policy is clearly understood by pupils and staff, and is underpinned by our commitment to restorative practice and grace.
- Serious consequences, including suspensions and exclusions, are used only as a last resort, and always in line with statutory guidance and our value of grit—supporting pupils to reflect, repair, and re-engage.
- Pupils are supported to take responsibility for their actions and to learn from their mistakes, with guidance rooted in wisdom and love.
- Families and carers are actively involved in behaviour matters, fostering strong partnerships built on respect and trust.
- The governing board affirms that violence or threatening behaviour will not be tolerated under any circumstances, as it undermines the safety and peace of our school community.

These principles guide the headteacher in developing and implementing the behaviour policy, ensuring that our approach is both legally compliant and deeply reflective of our Christian mission.

Appendix 2

Example Scripts

Script – Blank level 4

1. Tell the Story

- “Can you help me understand what happened from your point of view?”
- “What were you doing just before it started?”
- “What do you think the other person experienced?”

2. Explore the Harm

- “Who was affected by what happened?”
- “How do you think they were affected—emotionally, socially, or physically?”
- “What do you think it felt like for them?”

3. Emotions

- “How were you feeling at the time?”
- “How do you feel now, looking back?”
- “What do you think the other person might have felt?”

4. Repair the Harm

- “What do you think you could do to make things right?”
- “Is there anything you can say or do to help rebuild trust?”
- “What would help the other person feel safe or respected again?”

5. Reach an Agreement

- “What could you do differently next time?”
- “What do you need from others to help you stick to that?”
- “Can we agree on a plan moving forward?”

6. Follow-Up

- “How have things been since our last conversation?”
- “Have you been able to stick to the plan?”
- “Is there anything else you need to keep things on track?”

Script – Blank Level 3 (Reasoning, predicting, and explaining)

1. Tell the Story

- “Can you tell me what happened, in your own words?”
- “What were you thinking at the time?”
- “What do you think the other person was thinking?”

2. Explore the Harm

- “Who was affected by what happened?”
- “How do you think they were affected?”
- “What might they be feeling now?”

3. Emotions

- “How were you feeling during the situation?”
- “How do you feel now?”
- “What do you think the other person felt?”

4. Repair the Harm

- “What could you do to make things better?”
- “What would help the other person feel okay again?”
- “Is there anything you’d like to say or do?”

5. Reach an Agreement

- “What could you do differently next time?”
- “What do you need to help you do that?”
- “Can we agree on a plan together?”

6. Follow-Up

- “How have things been since our chat?”
- “Have you been able to stick to the plan?”
- “Is there anything else you need?”

Blank Level 2 (Describing, sequencing, and identifying)

1. Tell the Story

- “What happened?”
- “Who was there?”
- “What did you do?”

2. Explore the Harm

- “Who got hurt or upset?”
- “How did it affect them?”
- “What did they do after?”

3. Emotions

- “How did you feel?”
- “How do you think they felt?”
- “Are you feeling different now?”

4. Repair the Harm

- “What can you do to help?”
- “Can you say sorry or do something kind?”
- “What would help fix it?”

5. Reach an Agreement

- “What should you do next time?”
- “Can we make a plan together?”
- “What will help you remember?”

6. Follow-Up

- “Is everything okay now?”
- “Have things got better?”
- “Do you need help with anything?”

Blank Level 1 (Naming, matching, and identifying)

1. Tell the Story

- “What did you do?”
- “Who was there?”
- “Where were you?”

2. Explore the Harm

- “Who got hurt?”
- “Who was sad?”
- “What happened to them?”

3. Emotions

- “Were you happy or sad?”
- “How did they feel?”
- “Are you okay now?”

4. Repair the Harm

- “Can you say sorry?”
- “Can you help them?”
- “Can you do something kind?”

5. Reach an Agreement

- “What will you do next time?”
- “Can we make a plan?”
- “Can you remember what to do?”

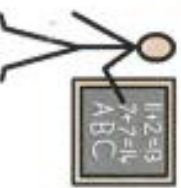
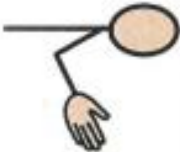
6. Follow-Up

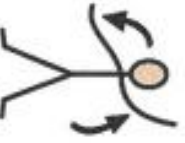
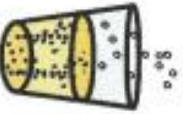
- “Are things better now?”
- “Did you do the plan?”
- “Do you need help?”

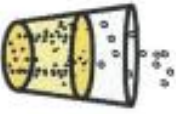
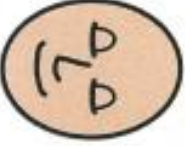
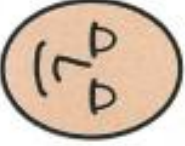
Appendix 3

Visuals

wasn't ready 	wasn't respectful 	was unsafe 	hurt a child 	hurt an adult 	scribbled on something 	broke something 	took my clothes off 	swore at someone 	didn't listen to instructions 
1. Tell the story						threw something 	ran off 	tore my work 	something different 

 me	 a friend	 a teacher	 an MDS	 my class
 my mum	 2. Explore the harm			
 my dad	 people in the community	 animals	 my carer	 group
 my family	 someone else	 other children		

 worried	 fidgety	 confused	 angry	 sad
 anxious				
 giggly	3. Emotions "How were you feeling at the time?"			
 silly	 fizzy	 anxious	 scared	 something different
	 distracted			
	 excited			

 sad	 sorry	 guilty	 ashamed	 scared
 fizzy	 3. Emotions "How do you feel now?"			
 hungry	 calm	 better	 okay	 unsure
 tired	 calm	 better	 okay	 something different



write it down



write a letter



talk with
someone



say sorry to
someone



fix something



tidy up



have thinking
time



make a
change



make a plan



4. Repair the Harm



practice



finish my
work



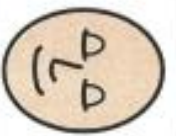
get dressed



something
different



clean
something

 talk to a trusted adult	 ask to go outside	 go to my calm space	 go to the regulation station	 get a fiddle toy
 count to 10	 5. Reach an agreement ..			
 walk away	 tell someone how I feel	 use an ALD	 take deep breaths	 something different
 play with someone else	 ask for help	 make a change		

Appendix 4

Searching and Confiscating Guidance

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed below) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Medicines
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.