

**HOMEFIELD PRIMARY SCHOOL & SSC**  
**Aiming high together**



**BEHAVIOUR AND  
RELATIONSHIPS  
(Statutory)**

**Reviewer: Paul Barnard**

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## HOMEFIELD PRIMARY SCHOOL & SSC BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

The Department for Education requires governing bodies of maintained schools to publish statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

### Purpose

At Homefield we aim to create a culture of high-quality learning and behaviours within a positive and supportive learning environment where students feel safe, respected, and able to explore their potential. We believe that positive relationships are at the heart of a happy and inclusive school. We provide specialist help and support for those children and families who may require it during their time with us.

Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community. We work together to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, support will be provided using the graduated approach to 'assess – plan – do – review'.

*“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.” (Behaviour in Schools, Feb 2024, DfE)*

Homefield Primary School’s approach to behaviour meets the following national minimum expectations:




- *The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated, and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines.*
- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language (including name calling) occur, they are dealt with quickly and effectively and are not allowed to spread.*
- *General and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.*

- *There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.* (School Inspection Handbook, Apr 2024, Ofsted)

Homefield Primary School recognise that Inclusive Teaching and Learning is a statutory obligation:

- Teachers Standards – Standard 5 - *‘Adapt teaching to respond to the strengths and needs of all pupils’*
- SEND Code of Practice – *Every teacher is responsible and accountable and that HQT (High Quality Teaching) is the first step in meeting needs*
- KCSIE – *all staff have a responsibility to provide a safe environment in which pupils can learn*




## 1. Values and Expectations

<b>OUR MISSION</b>	<b>OUR VISION</b>	<b>OUR VALUES</b>
		
<p><b>That</b></p> <ul style="list-style-type: none"> <li>• <b>Everyone feels a sense of belonging to the Homefield community</b></li> <li>• <b>Everyone can access a high quality education</b></li> <li>• <b>Everyone experiences success</b></li> <li>• <b>Everyone is able to make the most of the opportunities offered to them</b></li> </ul>	<p><b>For everyone</b></p> <ul style="list-style-type: none"> <li>• <b>To develop as global citizens who respect others and their environment</b></li> <li>• <b>To develop curiosity in the world around them and to challenge themselves</b></li> <li>• <b>To nurture and develop talents and aspirations</b></li> <li>• <b>To ensure that our learners have the necessary skills and knowledge to be successful</b></li> </ul>	<p><b>We will understand and know how to show</b></p> <ul style="list-style-type: none"> <li>• <b>Respect</b></li> <li>• <b>Belonging</b></li> <li>• <b>Resilience</b></li> <li>• <b>Creativity</b></li> <li>• <b>Responsibility</b></li> </ul>

The Headteacher at Homefield Primary School will set the following expectations:

- Encourage good behaviour and for children to show dignity, kindness and respect for others.
- Secure an acceptable standard of behaviour of pupils through staff responding predictably, promptly, and assertively in a consistent, fair, and proportionate manner.
- Promote, among pupils, self-discipline and proper regard for authority.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- Otherwise regulate the conduct of pupils.

## 2. The Homefield Primary Way

	 <b>School Rules</b>
<p>The Homefield Primary Way</p> <p>At Homefield, we take responsibility for our actions</p>	
 <b>We keep ourselves and others safe.</b>	
 <b>We use kind words and actions.</b>	
 <b>We help each other to learn and play.</b>	
 <b>We respect others and our environment.</b>	
 <b>We give it a go and try our best.</b>	
 <b>We celebrate differences.</b>	

### 3. Promoting Positive Behaviour

Providing high-quality teaching, building positive relationships and creating a sense of belonging are the main aspects the school will focus upon to promote positive behaviour.

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

High-quality teaching for behaviour can be established through using antecedents to build a positive classroom, establishing strong routines and through following school systems for behaviour, reflection and restoration. Playground antecedents can support break times.

Examples:

- Clear, visible expectations.
- Meet and greet at the classroom door.
- Clear routines for start of day, ending breaktimes and end of day.
- Rehearsed routines.
- Movement around the school and in corridors – learners walk sensibly, hand by their sides and no hands in pockets (Wonderful Walking)
- Verbal praise – proximity praise, positive direction, choice of praise.
- Communicating praise to parents/carers via phone call or written correspondence.
- Closed requests and positive framing.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project (e.g. class or school jobs).
- Whole-class or year group rewards, such as a popular activity.

Homefield Primary School will ensure that these routines and expectations are an integral part of pupil transition and re-introduction to the classroom. They will be prioritised for staff induction, development and support to support behaviour and positive relationships.

## 4. School Systems

### The 5-Step Behaviour Plan

	Child	Adult	Key Strategies	Learner Outcome
1	Clear Expectations	<p style="text-align: center;"><i>Engage – Relate – Remind</i></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Promote team ethic.</li> <li>Know your children.</li> </ul> <p><b>School Values and Rules</b></p> <ul style="list-style-type: none"> <li>Share / display / refer to.</li> </ul> <p><b>Routines and transitions</b></p> <ul style="list-style-type: none"> <li>whole school and class.</li> </ul> <p>Design / deliberate practice / revisit.</p>	<ul style="list-style-type: none"> <li>High-quality teaching</li> <li>Meet and Greet / threshold</li> <li>Non-verbal reminders</li> <li>Recognition – reward &amp; celebration</li> <li>Contact home – postcard</li> <li>Spotting the positives</li> <li>Please and thank you</li> <li>Scripted language – values and rules</li> <li>Sequence routines / deliberate practice</li> </ul>	Re-engages and adapts behaviours.
2	Class Reminder	<p style="text-align: center;"><i>Whole Class Focus</i></p> <ul style="list-style-type: none"> <li>Always focus on the positive.</li> <li>Remind the class of the school rules and expectations.</li> <li>Refer to them when you give clear instructions using positive language.</li> </ul>	<ul style="list-style-type: none"> <li>Clear instructions</li> <li>Proximity Praise</li> <li>Scripted language               <ul style="list-style-type: none"> <li>We all...</li> <li>Just waiting for a couple more...</li> </ul> </li> </ul>	Re-focus.
3	Individual Reminder	<p style="text-align: center;"><i>Private word and private warning</i></p> <ul style="list-style-type: none"> <li>Remind child of expectations and consequences.</li> <li>Choices               <ul style="list-style-type: none"> <li>Would you like... or ... (empowering alternatives)</li> </ul> </li> <li>If this continues the consequences will be...</li> </ul>	<ul style="list-style-type: none"> <li>Where the child does the work in the class</li> <li>Who they work with in the class</li> <li>How much help they receive</li> <li>Which worksheet to start with</li> <li>Which equipment they will use</li> <li>Assisted technology use</li> </ul>	Makes right choice.
4	Regulate and Reflect	<p style="text-align: center;"><i>Regulation / reflection time</i></p> <ul style="list-style-type: none"> <li>Regulation time.</li> <li>Quick chat outside class with adult or in quiet reflection area in class.               <ul style="list-style-type: none"> <li>Final reminder that there are consequences to actions.</li> </ul> </li> <li>'Caught/Praised' for behaviour change.</li> </ul>	<ul style="list-style-type: none"> <li>Time to regulate (classroom or identified area – dependent on child needs)               <ul style="list-style-type: none"> <li>Breathing</li> <li>Reading / Colouring</li> <li>Concentration station</li> <li>Movement break</li> </ul> </li> <li>When calm, reflection talk.</li> </ul>	De-escalation. Engages with learning in the classroom.
5	Consequence	<p style="text-align: center;"><i>Reflect and Plan</i></p> <ul style="list-style-type: none"> <li>Restorative conversation or action (during lesson time or at break/lunch as appropriate).               <ul style="list-style-type: none"> <li>Completing missed work.</li> <li>Plan so it does not happen again.</li> <li>Revisit rules and routines.</li> </ul> </li> <li>Reset expectations – fresh start.</li> <li>Teacher communicate with parent/carer to work together to support the child.</li> </ul>	<ul style="list-style-type: none"> <li>Zones of Regulation</li> <li>Social Stories</li> <li>Comic strip conversations</li> <li>How to make amends (letter, verbal, other)</li> <li>Reward charts (target cards, target 100)</li> <li>Feeling good charts / Emotion cards</li> <li>Scaling (5 point scale)</li> </ul>	Understands how they are not following the school rules. Understands what their behaviour change will look like. May miss some play to catch up on missed learning. Clear expectation of next steps.
<p>If a child is regularly reaching step 5 or for serious incidents, a leader will take appropriate action, including a key adult investigating the issue, contacting parents/carers, co-producing next steps (involving child, parents/carers, school and external agencies as appropriate).</p>				

### Leadership Actions

Appropriate leadership action could take one or more of the following forms:

- Short removal from class to calm for reflective, restorative discussions and/or actions.
- Providing class cover to allow the class teacher to have reflective, restorative discussions and/or actions with the child.
- Providing protective measures to keep pupils safe – following safeguarding policy, e.g. immediate removal from a lesson/class and/or risk assessment for future learning needs.
- Recording and monitoring child need over time.
- Assigning key adult support, including assessment and intervention.
  - Key adult builds close relationships with child and family, including check-ins through the day.
  - Team Around a Child form completed.
  - Therapeutic Plan started using the 'Assess, Plan, Do, Review' cycle.
  - Key adult supports child when class learning not possible and supports them back into class when appropriate.
  - Key adult reports child voice and behaviour with teacher and family on regular basis.

- Attending meetings with parents/carers to support school and family needs.
- Liaison with appropriate external agencies (i.e. Fair Access, LBAT, ASCT, Virtual School).
- Assign therapeutic intervention to support child, which may include some of the following options:
  - Use of safe/calming spaces or sensory rooms.
  - Short intervention to address a specific need (EBSA, ELSA, FESO, etc.)
  - Afternoon nurture group (Forest School type provision).
  - Morning nurture class (Bespoke therapeutic learning).
- Suspension, permanent exclusion or managed move following government guidance.

## 5. Pupil Support

Homefield Primary School has a clear and transparent 5-Step Behaviour Plan and Appropriate Leadership Actions to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These help pupils understand behavioural expectations. Support for pupils who struggle to meet those expectations is provided as proactively as possible by relevant members of leadership and the inclusion team. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. Class teachers and leaders will ensure the inclusion team are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions we will utilise include:

- Frequent and open engagement with parents/carers, including home visits if deemed necessary.
- Providing mentoring and coaching.
- Short-term behaviour report cards or longer-term behaviour plans.
- Assessment of appropriate provision (SEND need).
- Pupil support units.
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

## 6. Staff Responsibilities

### The role of all staff

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff will also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff will consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff will also receive clear guidance about school expectations of their own conduct at school.

### Staff expectations

1. Proactively build positive relationships with pupils in all interactions.
2. Use evidence-informed strategies to actively manage behaviour at all times (in class, on the playground, around school).
  - a. Seek leadership support and/or professional development opportunities if experiencing difficulties in behaviour management.
  - b. Create a class reward system (e.g. marble in jar or raffle ticket).
3. Address poor behaviour by linking with the school rules.
4. Follow the 5-Step Plan for addressing behaviour.
  - a. Build positive relationships with parents/carers.
  - b. Be consistent with the application of the plan.
  - c. Report (Bromcom) when a parent/carer has been contacted.
1. Use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property (following local and national guidance).
5. Record behaviour incidents on the school tracking system (Bromcom).
6. Liaise with leaders to support the choice of 'appropriate leadership action' should persistent or serious issues arise.
  - a. Contribute to Team Around the Child and Therapeutic Plans.
  - b. If removing a child from the classroom when this is not part of a therapeutic plan, specific rules must be followed:
    - i. It must be time bonded (e.g. rest of the lesson, part-day or whole day) and agreed with a leader.
    - ii. It must be proportionate to the actions.
    - iii. It must be to a carefully considered separation space.
    - iv. Parents/carers must be informed on the day.
7. Actively support pupil reintegration if required.
8. Liaise with parents/carers.

Adult script to support pupils towards returning to class:

- i. Be safe (Regulate)
- ii. Be calm (Regulate)
- iii. Be thoughtful (Relate then reflect)
- iv. Be ready to learn
- v. Be ready to learn in class

### Class Reward Systems

Class rewards will be consistent across school (e.g. marble in jar or raffle ticket, etc.)

For example:

- One reward for a table following a school rule or clear expectation.
- One reward for a class member being praised by an adult not directly associated with the class (e.g. PE, music, HLTA teachers, leaders, etc.)

### The role of all leaders

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

### Leader expectations

2. Provide regular professional development opportunities to grow staff confidence and awareness of school expectations and evidence-informed strategies to improve behaviour:
  - a. Behaviour policy part of induction for all staff.
  - b. Align training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications.
  - c. Training provided on matters such as how certain special educational needs, disabilities, or mental health at times affect a pupil's behaviour.
  - d. Behaviour management addressed through coaching conversations.
  - e. Encourage staff to read research and undertake professional development (e.g. NPQLBC)
  - f. Include exemplars in training from existing best practice in school.
3. Consistently apply 'appropriate leadership actions':
  - a. Liaise with relevant staff and other leaders.
  - b. Liaise with parents/carers as appropriate.
  - c. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams.

4. As a last resort, use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property (following local and national guidance).
5. Use searching, screening and confiscation legally and proportionately.
6. Monitor behaviour and evaluate the impact of strategies used to improve behaviour.

## 7. Review and Evaluation

Homefield Primary School will regularly review and evaluate the effectiveness of the behaviour policy. We will seek feedback from staff, students, and parents/carers to identify areas for improvement and make adjustments as needed.

## 8. Appendices

### 4a. School Systems

Leadership sanctions will be lawful by following three conditions:

- Sanctions will be made by a member of the staff employed by Homefield Primary School.
- Any sanctions will be on the school premises under the lawful charge of a member of staff.
- Sanctions will not breach any other legislation (for example, in respect of equality, special educational needs and human rights) and are reasonable in all the circumstances.

### **Bullying and Discrimination**

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Bullying can be either physical or emotional.

Discrimination is the process of making unfair or prejudicial distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong, such as race, gender, age, religion, physical attractiveness or sexual orientation.

Homefield Primary School recognises the vulnerability of pupils with Special Educational Needs and/or Disabilities, for example, children with an autism spectrum disorder (ASD) have difficulty in 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour, to interpret their body language and expressions and to guess what they are thinking or feeling. Measures have been put in place to prevent bullying, such as staff training, so staff understand and can address incidents by demonstrating an understanding from the pupil's perspective.

Governors, leaders, staff and pupils will create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language (including name calling) occur, they will be dealt with quickly and effectively and will not be allowed to spread. Any incidents of bullying will be taken very seriously and are dealt with appropriately. Accurate records will be kept of all incidents of bullying to report to governors about the effectiveness of the school's anti-bullying strategies.

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents/carers have a responsibility to support the school's anti-bullying strategies and to actively encourage their child to be a positive member of the school.

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, Homefield Primary School will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident should be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff will know the importance of challenging all inappropriate language and behaviour between pupils. The Respectful School Communities toolkit will be used for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Sexually abusive language or behaviour will not be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; we demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. As with all safeguarding matters, the designated safeguarding lead will be engaged and make referrals into support services as appropriate.

## **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where the school suspects a pupil of criminal behaviour online, we will follow the guidance on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. We will follow the principles as set out in Keeping children safe in education and the UK Council for Internet Safety guidance to support school staff and designated safeguarding leads.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Homefield Primary School will have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

## **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Appropriate leadership actions will be used in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.

- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

When making a report to the police, Homefield Primary School will make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

## **Mobile phones/Smart watches**

### **Mobile Phone and Device Use**

The role of staff

All staff should consistently enforce the school's policy on the use of mobile phones and smart watches. Staff should not use their own mobile phone or smart watch in front of pupils throughout the school day. Staff can check their phones/watch in empty classrooms, the staff room, or offices. This will empower staff to better challenge pupils to meet the school expectations and effectively enforce the prohibition of mobile phones throughout the school day.

### **The role of pupils**

All pupils should be clear that it is the school's policy that the use of mobile phones/smart watches whilst at school is prohibited. When children enter the classroom upon arrival at school, they will be expected to hand over their named phone to their class teacher who will store this securely in a locked box. The consequences of not following this rule or for using a smart watch for anything other than telling the time will be a meeting with the child's parents and the device potentially being banned for that child.

Pupils should be taught the risks that are associated with the use of mobile phones and smart watches, both in school and more broadly, to ensure they understand the decision being taken by the school to prohibit the use of them throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increase in bullying.

Pupils should also be taught the benefits of having a mobile phone-free environment and be encouraged to see such an environment as desirable and valuable. This will help to create intrinsic motivation to support the school culture.

## **The role of parents**

Parents have an important role in supporting the school's policy on prohibiting the use of mobile phones and should be encouraged to reinforce and discuss the policy at home as appropriate, including the risks associated with mobile phone use and the benefits of a mobile phone-free environment.

Where parents need to contact their child during the school day, they should be directed to the school office, where staff will be aware of the school's policy on relaying messages and facilitating contact. Where parents have questions or concerns, staff should address these in a timely manner and clearly communicate the reasons for prohibiting the use of mobile phones.

## **Volunteers, Visitors, Governors and Contractors**

All Volunteers, Visitors, Governors and Contractors are expected to follow our mobile phone and device policy as it relates to staff whilst on the premises. Notices are placed around the school advising this.

## **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils

Homefield Primary School will follow the latest government guidance on the use of reasonable force [Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

## **Searching, Screening and Confiscation**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case

Homefield Primary School will follow the latest government guidance on searching, screening and confiscation: [Searching, Screening and Confiscation Advice for schools July 2022](#)

Banned items:

- Weapons or items that could be used as weapons or items could be dangerous to others (i.e. sharp objects, unknown liquids).

- Items of considerable value (monetary or personal) – these should be confiscated to be collected by a parent/carer later.
- Illegal items (i.e. drugs).

### **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents/carers will be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

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

Removal must be time-bonded, which must be appropriate and proportionate to the behaviour demonstrated, e.g. for the rest of the lesson, for the rest of the morning/afternoon, for the whole day or for multiple days. This should address the severity of the actions linked to points a to c above and should consider the impact of a return to class for any victim of the actions. The headteacher will provide explicit agreement for any removal for prolonged periods of time.

Removal is distinguished from the use of separation spaces (sensory or nurture rooms) for non-disciplinary reasons, for instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Use of these sensory or nurture rooms will be identified within pupils' specific therapeutic plan.

All Homefield Primary School separation spaces will be carefully considered, regarding appropriate location within the school, suitable resources provided to calm, learn and/or refocus and supervised by suitably trained members of staff.

Reintegration of pupils in class will be supported by a pupil's key adult or a member of the inclusion team. Data on the use of removal will be collected, monitored and analysed by school leaders to interrogate repeat patterns and the effectiveness of the use of removal. This data will be used to inform whether therapeutic approaches will be more

appropriate for the pupil. A senior leader will ensure that social workers and/or other professionals are informed if relevant.

## **Suspension and permanent exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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 sanctions and interventions.

The headteacher will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil, following the latest government guidance: [‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’](#).

## **Managed moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil’s behaviour, then off-site direction should be used. Managed moves will only occur when it is in the pupil’s best interests.

Homefield Primary School will follow the latest government guidance: [‘Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance’](#).

### **5a. Pupil Support**

Where the school has serious concerns about a pupil’s behaviour, we will consider whether a multi-agency assessment such as Integrated Front Door (MASH referral), an Early Help assessment or statutory assessment that goes beyond the pupil’s educational needs is required, following available guidance: [Working together to safeguard children](#).

## **Pupil support units**

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- a) as a planned intervention for behavioural or pastoral reasons
- b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit will be aligned to the culture of the whole school and compatible with the behaviour policy.

Any pupil support unit at Homefield Primary School will comply with the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts.

When developing a pupil support unit, we will consider:

- Referring pupils based on their needs, including sharing information on previous behaviour incidents with multi-agency partners if appropriate and consulting with parents/carers on the pupil support unit placement.
- Delivering a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum can be personalised to address specific support needs individual pupils may have.
- Maintaining a positive, visible presence from school leaders to make the pupil support unit an integral part of the school.
- Deploying staff with the appropriate skills set to the pupil support unit so pupils can be supported with their behaviour and learning needs to ensure effective impact and progress.
- Reviewing reintegration plans at regular intervals.
- Actively involving pupils and parents/carers in reintegration discussions.
- Actively monitoring the progress of all pupils in pupil support units.

## **Reintegration**

Reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension will involve reintegration meetings between the school, pupils, parents/carers and, if relevant, other agencies. We will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

### **6a. Staff Responsibilities**

#### **The role of all leaders**

#### **Monitoring and evaluating school behaviour**

Homefield Primary School will have a strong and effective system for data capture, including all components of the behaviour culture (e.g. Bromcom). This will be monitored and objectively analysed regularly by skilled staff. We will have a clear monitoring and evaluation cycle with engagement from school leaders to assist with reporting on behaviour culture clearly and accurately.

We will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff will analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders will pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice will help our school ensure that it is meeting its duties under the Equality Act 2010.

### **Pastoral care for school staff accused of misconduct**

Staff accused of misconduct will be supported:

- The governing body will instruct the headteacher to draw on advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.
- Staff will be provided with links to support for themselves, such as, WSCC employee advice and support contacts and/or school union representatives.
- In relevant cases, the Local Authority Designated Officer (LADO) will be informed.