



# Hindon Primary School

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## Hindon CE VA Primary School

### Relational Behaviour Policy

This behaviour policy is written in accordance with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.

Supporting Policies:

- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- Whistleblowing Policy
- Online Safety Policy
- Data Protection Policy
- SEND Policy
- Complaints Procedure

### Schedule for review of this policy:

This policy was approved by the Governing Body on:	December 2025
This policy was published on:	December 2025
The implementation of this policy will be monitored by:	Interim Headteacher Simon Watkins
Chair of Governors	Richard Bryson
Monitoring will take place:	Annually
Next review date:	September 2026

**Interim Head Teacher: Mr S Watkins    Chair of Governors: Mr R Bryson**

Hindon Primary School, School Lane, Hindon, Salisbury, SP36EA

Tel: 01747 820260

E-mail: [admin@hindonce.wilts.sch.uk](mailto:admin@hindonce.wilts.sch.uk)



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## Rationale

At Hindon Primary School, we aim to create a caring, inclusive environment where every member of the school community feels valued, respected and supported. We believe that high standards of behaviour are essential for effective learning and positive relationships. We work together with staff, pupils and parents to uphold our shared values with consistency and compassion.

Our approach is rooted in mutual respect, emotional safety and a belief that behaviour is learned and can be positively influenced through modelling, reflection and support. We are committed to fostering a culture of kindness, accountability, and self-discipline, while recognising that individual needs and circumstances may require flexible, equitable responses. Through restorative practice and a strong sense of community, we aim to guide pupils in developing the skills they need to thrive, both in school and in the wider world.

## Aims

- To promote respectful relationships, kindness and good behaviour
- To ensure a safe, inclusive and emotionally secure environment
- To foster self-discipline, reflection and personal responsibility
- To maintain fair, consistent boundaries and expectations
- To prevent and address behavioural issues through proactive teaching and restorative approaches
- To provide equitable, personalised behaviour support when needed
- To nurture pupils' intrinsic understanding that striving to do their best is helping them develop the self-motivation and personal integrity that will serve them throughout their lives

## Our Approach

A consistent approach by all adults in the school community is essential to achieving and maintaining high standards of behaviour. At Hindon Primary School, we believe that a positive, relational, and preventative approach to discipline is more effective than being negative or confrontational.

We view behaviour as a form of communication. While we encourage pupils to take responsibility for their actions and understand that choices lead to consequences, both

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recognition and sanctions, we also recognise that some behaviours may arise from unmet needs, including SEND, neurodiversity, trauma, or mental health challenges.

Our approach is based on the belief that supportive relationships, clear boundaries and early intervention are key to promoting positive behaviour. We use a range of strategies, including:

- Consistent routines and expectations
- Positive reinforcement and recognition
- De-escalation and regulation strategies
- Restorative conversations after incidents
- Personalised support and reasonable adjustments where needed

All staff are expected to model respectful, calm behaviour and work proactively to support pupils in making positive choices, learning from mistakes and feeling safe and valued in school.

Hindon school's Golden Rule is '**Work Hard and Be Kind**'

We believe that everybody has the right to:

- Feel safe
- be respected (property too)
- and learn

Our school expects every member of the school community to adhere to these rules. These are displayed in every classroom and in communal spaces and referred to by all staff. We re-teach/reflect on these rules at the beginning of each academic year to reaffirm a positive approach towards behaviour and also refer to these expectations in whole school assemblies regularly.

These rules guide every conversation that we have with our pupils about behaviour.

We have high expectations for our pupils, as ultimately, we want to prepare them for life beyond school and to encourage them to be virtuous citizens who are accountable for their own behaviour.

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At Hindon Primary School we value:

- Friendship
- Courage
- Peace
- Justice
- Compassion
- Hope

## Roles and Responsibilities

Although the Headteacher is ultimately responsible for overseeing the behaviour and discipline in the school, it is a shared responsibility with teaching staff, Teaching Partners (TPs), Mid-Day Supervisory Assistants (MDSAs) and parents.

### Role of the Headteacher

- Day-to-day responsibility for implementing the Relational Behaviour
- Responsible for setting and maintaining high standards of behaviour across the school and supporting staff in applying the policy consistently
- Ensuring the health, safety and welfare of all pupils and staff
- Keep records of all serious incidents of misbehaviour
- Report to the Governors on the effectiveness of the policy
- Consider whether behaviour may be an indicator of a wider safeguarding or welfare needs
- Issue fixed-term (suspension) exclusions in response to serious incidents of misbehaviour
- In cases of persistent or exceptionally serious behaviour, the Headteacher may decide to permanently exclude a pupil, in line with statutory guidance

### Role of the Governors

- Responsible for overseeing the effectiveness of this policy
- Support the Headteacher in ensuring implementation across the school
- Provide advice to the Headteacher on disciplinary matters
- Participate in disciplinary panels for permanent exclusions or certain fixed-term exclusions

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## The Role of Staff

- Treat all children fairly, consistently and with respect
- Create a positive, safe and inclusive learning environment
- Recognise and praise behaviour that goes above and beyond expectations
- Apply rules, and sanctions clearly and consistently
- Model respectful, responsible and calm behaviours at all times
- Teach, encourage and reinforce positive behaviour, while actively discouraging anti-social behaviour
- Communicate effectively with colleagues and parents about notable behaviour – both positive and concerning
- Support pupils in developing the social and emotional skills they need for life beyond primary school

## The Role of Pupils

- Keep themselves and others safe, both physically and emotionally
- Treat others with kindness, fairness and respect
- Show respect for school property and the belongings of others
- Be ready to learn and allow others to learn without disruption
- Take responsibility for their actions and reflect on their behaviour

## The Role of Parents

- Be aware of the school's behaviour expectations and rules
- Support the school in the implementing this policy consistently and constructively
- Model respectful, responsible and positive behaviour
- Help their child understand and demonstrate appropriate behaviour in all settings
- Encourage independence, reflection and self-discipline at home and at school
- Support their child in developing the values and behaviours needed for life beyond primary school

## Strategies for Encouraging Good Behaviour:

We use a range of proactive strategies to promote and reinforce positive behaviour across the school. These include:

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<b>Making expectations clear</b>	Pupils are regularly reminded of behaviour expectations in a consistent, age-appropriate way. Expectations of good behaviour are clear.
<b>Modelling and praising positive behaviour</b>	Staff actively demonstrate respectful, kind and responsible behaviour and use praise to reinforce it.
<b>Explicitly teaching social and communication skills</b>	Through assemblies, PSHE and daily interactions, we teach pupils how to manage relationships, resolve conflict and express themselves appropriately.
<b>Promoting mutual respect</b>	We foster a culture of kindness, inclusion and respect to discourage unsociable or harmful behaviour.
<b>Encouraging personal responsibility</b>	Pupils are supported to reflect on their actions, take responsibility and make positive choices.
<b>Displaying rules and values</b>	Behaviour expectations are clearly displayed in classrooms and communal areas as a consistent visual reminder.
<b>Using praise and recognition</b>	Positive behaviour is acknowledged through verbal praise, recognition and celebration of success.
<b>Delivering high-quality, engaging lessons</b>	Effective teaching is central to maintaining good behaviour by keeping pupils motivated, focused and successful.

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## **Praise and Positivity**

At Hindon Primary School, we believe in recognising and celebrating positive behaviour to promote a culture of kindness, effort and achievement. We actively praise behaviour that goes above and beyond expectations, not just what is expected.

## **Responding to Challenging Behaviour**

At Hindon Primary School, we aim to understand and respond to challenging behaviour with compassion and consistency. Staff are encouraged to consider the underlying causes of behaviour, including emotional needs, SEND, trauma or other contextual factors.

When behaviour falls below expectations, appropriate sanctions or interventions may be used to help pupils reflect, regulate and repair. See Appendix B. These are always proportionate, purposeful and tailored to the age and needs of the pupil.

## **When challenging behaviour is identified, school may use a range of sanctions including:**

- A verbal or visual reminder of expectations (in private if possible).
  - I notice you chose to ... (state the noticed behaviour).
  - This is a reminder that we need to.... (state the relevant rule: feel safe, be respected or ready to learn)
  - You now have the chance to make a better choice.
  - Thank you for listening (Give the child 'take up time' and DO NOT respond).
  
- A clear warning if the behaviour continues (in private if possible).
  - I notice you chose to .... (state the noticed behaviour).
  - This is the second time I have spoken to you. You need to ... (state the relevant rule: feel safe, be respected or ready to learn)
  - If you choose to break our school rules again, you leave me no choice but to ask you to move to .../ thinking time. Etc.
  - Do you remember when ... (model of previous good behaviour)? This is the behaviour I expect of you. Think carefully. I know that you can make good choices.
  - Thank you for listening (give child 'take up time' and DO NOT respond).
  
- A change of seating or location within the classroom.

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- A brief time out or withdrawal to support regulation and reflection.
- Missing part of a breaktime to complete work or engage in a restorative action.
- Temporary work in another classroom.
- A conversation with the Headteacher.
- Contact with parents/carers.
- Withdrawal of significant privileges e.g. participation in a school trip, event or club.

The nature of the response will be decided by the class teacher or relevant staff member, considering the pupil's age, needs and the context of the incident. While we differentiate our approach to meet individual needs, our core expectations for behaviour apply to all pupils.

In cases of dangerous, aggressive or seriously defiant behaviour, staff should escalate to the Headteacher without delay.

Any child not following instructions at lunchtime or playtime will be dealt with in the same way as in the classroom.

## **Responding to Persistent or Repeated Behaviour Concerns**

Where a pupil repeatedly fails to meet behaviour expectations, staff will respond in a proportionate and supportive manner, always taking the context and individual needs into account. The following actions may be taken – not necessarily in a fixed order:

- Withdrawal of privileges over a sustained period.
- Involvement of the class teacher and/or Headteacher, as appropriate.
- Informal contact with parents/carers by the class teacher or Headteacher.
- Formal contact with parents/carers to discuss concerns and agree next steps.
- Implementation of an Individual Behaviour Plan to provide structured support.
- Consideration of exclusion procedures in line with statutory guidance.
- Possible suspension or permanent exclusion, depending on the severity, frequency and nature of behaviours displayed.

Note: These actions are flexible and may not occur in sequential order. Decisions will be made by the class teacher in consultation with the Headteacher, based on the specific behaviours and context of the child.

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For incidents of **persistent** disruptive behaviour and **high-level** misbehaviour an entry on CPOMs will be logged.

## Restorative Practice

At Hindon Primary School, we are committed to using restorative practices to help pupils reflect on their behaviour, repair harm, and rebuild positive relationships. When incidents of conflict or inappropriate behaviour occur, staff may facilitate restorative conversations that encourage pupils to take responsibility for their actions, understand the impact on others, and agree on steps to move forward. This approach supports emotional development, strengthens the school community, and promotes accountability in a respectful and constructive way. Restorative practice is not a replacement for consequences but works alongside sanctions to ensure that pupils learn from their actions and are supported to make better choices in the future.

See Appendix B

## Partnership with Parents

Communicating both good and unacceptable behaviour with parents is important for reinforcing this policy and expectations. Working in partnership with parents is essential so that clear and consistent messages are understood by pupils, and that parents can recognise and feel assured our policy is carefully thought out to ensure we manage behaviour fairly and effectively.

## Working with Other Agencies

Continuing disruptive behaviour may necessitate involvement of other agencies (e.g. Behaviour Support, Educational Psychologist) so that a multi-agency approach can be implemented to support a child and modify behaviour. Any work with other agencies will be undertaken with the consent and involvement of the parents.

## De-escalation Measures

Ideally preventing disruptive behaviour is a key aim and as a staff we agree working principles based on need within each classroom to minimise situations arising where known triggers are identifiable. Staff however may need to use a range of agreed strategies to de-escalate situations in some instances with disruptive and challenging pupils.

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## De-escalation measures for some pupils include:

Use of calm, low tone of voice.	Provide a quiet space / 'safe zone' or calming resources.
Giving time and space.	Use positive statements.
Giving simple one-step instructions.	Acknowledge feelings without judgement.
Offer simple, clear choices.	Use of visual aids or prompts.
Distraction and redirection.	Personalised regulation strategies.

## Individual Pupil Passports

Some pupils may require an Individual Pupil Passports (IPP) to provide targeted support in managing their behaviour. These plans set out personalised rules, recognitions and consequences and are used when behaviour requires more focused monitoring, support and intervention.

- IPPs are developed in consultation with the pupil (where appropriate), class teacher, parents/carers and relevant staff.
- All staff will be made aware of a pupil's IPP to ensure a consistent and supportive approach across the school.
- Where necessary and appropriate, elements of an IPP may be shared sensitively with peers to support the wider wellbeing and safety of all pupils.

## Risk Assessments

A risk assessment will be completed for any pupil following a serious incident e.g. physical aggression, running off site, or where behaviours pose a potential risk to the safety of themselves or others.

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- Risk assessments identify known triggers, preventative strategies, de-escalation techniques and a clear response plan, including any agreed use of positive handling or physical intervention in line with statutory guidance.
- A simple three-step crisis plan may be included to support staff in managing emergencies calmly and safely.
- All staff will be informed of risk assessments to ensure consistent understanding and safe, appropriate responses.

## Reasonable Adjustments and SEND

Some pupils, particularly those with SEND, neurodiversity, trauma-related needs or medical conditions, may require reasonable adjustments to behaviour expectations and responses. These adjustments are made on an individual basis in consultation with:

- The SENCO
- External Professionals e.g. Educational Psychologist, behaviour support services
- Parent/carers

All behaviour support planning will be proactive, inclusive and child-centred, in line with the Equality Act (2010) and statutory SEND guidance. Adjustments and support will be added to a pupils SEND Passport.

## Online Conduct

At Hindon Primary School, we expect all pupils to demonstrate the same high standards of behaviour online as they do in person. This includes showing respect, kindness, and responsibility when using technology both in and out of school. Pupils must not use digital devices or online platforms to bully, intimidate, or harass others. Any inappropriate use of the internet, school devices, or social media that affects the wellbeing of pupils or staff, or disrupts the learning environment, will be treated seriously and may lead to sanctions in line with this policy. The Online Safety Policy should be read alongside this Behaviour Policy, as it outlines further expectations and guidance regarding safe and responsible digital behaviour.

## Totally Unacceptable Behaviour

Certain behaviours are considered serious breaches of the school's Behaviour Policy and will not be tolerated under any circumstances.

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These include, but are not limited to:

- Vandalism
- Racism, homophobia, transphobia or misogyny
- Harassment (including sexual or discriminatory harassment)
- Bullying (including cyberbullying)
- Swearing or verbal abuse
- Rudeness or defiance towards staff

The response to such behaviours will depend on the nature, severity and context of the incident, as well as the individual needs of the pupil(s) involved. While a progressive approach is preferred, some behaviours may warrant immediate exclusion or safeguarding action. The following steps may be taken:

1. A calm, restorative discussion with the pupil(s) involved
2. Immediate contact with parents or carers; a meeting may be arranged in school
3. Detailed recording of the incident and actions taken
4. Review or initiation of an Individual Behaviour Plan and/or risk assessment, as appropriate
5. Ongoing monitoring and review of behaviour and support strategies
6. Implementation of exclusion procedures in line with DfE statutory guidance

## **Physical Assault or Harmful Sexual Behaviour (HSB)**

In incidents involving physical violence or harmful sexual behaviour, the following actions will be taken:

- Follow the steps outline above (1 – 6) including recording and parental involvement
- Refer to the pupil's Individual Pupil Passport and risk assessment to guide de-escalation and response
- If necessary, use positive handling or physical restraint, in accordance with school policy and training, and record its use
- Implement exclusion procedures where appropriate (suspension or permanent exclusion)
- If a pupil returns from suspension, steps 1-5 should be repeated to support reintegration and prevent recurrence

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- In cases of harmful sexual behaviour, the Designated Safeguarding Lead (DSL) must be informed immediately. The incident will be managed in line with Keeping Children Safe in Education (KCSIE) and the DfE's guidance on sexual violence and sexual harassment in schools

All allegations of harmful sexual behaviour will be dealt with in line with the school's Safeguarding and Child Protection Policy, including referral to Integrated Front Door and/or police where appropriate.

## The Use of 'Reasonable Force' in School

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers a broad range of actions involving physical contact, used by staff to control or restrain pupils. This can range from gently guiding a child to safety by the arm, to more serious situations such as breaking up a fight or restraining a pupil to prevent violence or injury.

'Reasonable' in this context means using no more force than is necessary for the situation. Reasonable force may involve:

- Passive physical contact, such as standing between pupils or blocking a pupil's path, or
- Active physical contact, such as leading a pupil by the arm out of the classroom

Hindon Primary School follows the Department for Education (DfE) guidance, Use of Reasonable Force in Schools.

All staff are expected to follow our school's Relational Behaviour and Exclusions Policy. Pupils are encouraged to meet these expectations to minimise the need for the use of reasonable force.

Staff will work collaboratively with pupils and parents/carers to implement positive and proactive behaviour support, which may include:

- individual support plans
- referral to specialist agencies
- agreed actions to reduce the occurrence of challenging behaviour

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## Restraint in school

In some situations, it may be necessary to physically restrain a pupil in order to prevent them from causing harm to themselves or others. Restraint may also be a planned intervention, as outlined in a pupil's individual behaviour support plan.

Only staff who are trained and certified in the use of physical restraint, using the Team Teach approach, are authorised to carry out such interventions.

Wherever restraint is used:

- Parents/carers will be informed as soon as possible, ideally on the same day
- A written report will be completed and submitted to the Local Authority, in line with reporting procedures

## Fixed-term Suspensions and Permanent Exclusions

'Exclusion' is the umbrella term for both 'suspension' and 'permanent exclusion'. Exclusion will take place as a result of a serious breach of discipline which has arisen at school. Only the Headteacher has the authority to suspend or exclude a pupil from school. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. A permanent exclusion will be taken as a last resort.

For the purposes of exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Hindon Primary School is aware that off-rolling is unlawful. Ofsted defines off-rolling as: *"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."*

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe and caring environment. Any decision to exclude must be:

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- lawful (with respect to the legislation relating to exclusions and to a school's wider legal duties)
- reasonable
- fair
- proportionate

decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND)

## **Procedure for Exclusion:**

1. Headteacher verbally informs the parents immediately
2. Within 24hrs the Headteacher confirms in writing the reasons for the exclusion and the length of a fixed-term exclusion and makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body
3. Headteacher informs the LA and the Chair of Governors about any fixed-term or permanent exclusion
4. Headteacher considers any safeguarding risks during the child's exclusion – risk assessment completed
5. Headteacher endeavours to meet with the parents and child prior to their return from a fixed exclusion for a reintegration meeting to discuss how their behaviour will be monitored and measures that will be in place

## **Appeals**

1. The Governing Body shall form an Exclusion Appeals Committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors at a Governor Disciplinary Committee Meeting for the child

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2. When an Exclusions Appeals Committee meets to consider an exclusion they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the Headteacher's decision is to be upheld
3. If the Governors' Exclusion Appeals Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling

## **Positive return to education planning (PREP) meeting**

Following a fixed-term exclusion the pupil and their parents will be invited to attend a reintegration meeting to discuss how their behaviour will be monitored and measures that will be in place. The purpose of a meeting with parents and the pupil following an exclusion is to maximise the chances of the pupil having a successful return to school.

School connectedness and relationships are seen as crucial in leading to a number of positive outcomes for children. Exclusion from school is likely to have a negative impact on such relationships and a consistently applied approach to helping pupils return positively to school can reduce the likelihood of further suspension or even permanent exclusion.

For further information, please refer to the DfE document: School Suspensions and Permanent Exclusions (August 2024).

## **Staff Development and Support:**

Regular training and professional development of behaviour strategies will be undertaken by all staff to ensure they are equipped to deal as effectively as possible with all behaviour needs and situations.

Training includes: de-escalation, managing ADHD, ADD, ASD, Behaviour Support surgeries, MISA training for staff to discuss and develop strategies with external professionals for specific and general need.

## **Monitoring**

- The Headteacher monitors the effectiveness of this policy with staff on a regular basis
- Our Safeguarding Governor collates pupil voice annually which also explores elements of this policy
- We seek pupil voice annually to ensure that pupils feel safe and respected as a result of this policy

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- Sections of the parent questionnaire link with this policy
- The school keeps a variety of records of incidents of misbehaviour and the Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. All records are kept in line with the Data Protection Policy
- The Governing Body monitors rate of exclusions, and ensures that the school policy is administered fairly and consistently

## **This policy takes into account the following guidance and legislation:**

### Department for Education (DfE):

- *Behaviour in Schools: Advice for Headteachers and School Staff* (Updated September 2022)
- *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* (Updated August 2024)
- *Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies* (DfE, July 2013)
- *Searching, Screening and Confiscation: Advice for Schools* (DfE, July 2022)
- *Keeping Children Safe in Education (KCSIE) – Statutory Guidance* (Updated September 2024)

### Legislation:

- *The Education and Inspections Act 2006* – especially Section 88 regarding behaviour principles
- *The Equality Act 2010* – with particular regard to safeguarding and pupils with SEND
- *The Children and Families Act 2014* – particularly in relation to SEND provision and reasonable adjustments

### Ofsted:

*School Inspection Toolkit* – particularly the expectations regarding safeguarding, inclusion, attendance and behaviour, personal development and well-being and leadership.

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## Other Influential Literature and Practice-Based Guidance:

- *When the Adults Change, Everything Changes* by Paul Dix (Independent Thinking Press, 2017)
- *Curious not Furious* by Alison Rendle and Kit Messenger (Clearing House 2023)

## Appendix A: Behaviour Principles Statement

At Hindon Primary School, we are committed to providing a safe, respectful and inclusive environment where all members of the school community can thrive. This statement of principles is intended to guide the Headteacher and staff in developing, implementing and reviewing the school's Behaviour and Exclusions Policy. It is reviewed and approved annually by the full governing body in accordance with section 88 of the Education and Inspections Act 2006.

## Our Behaviour Principles:

- Every member of the school community has the right to feel safe, the right to respect and the right to learn
- All pupils, staff, parents and visitors have the right to be free from discrimination, in line with the Equality Act 2010
- Positive behaviour is modelled by all adults in school, including staff, governors and volunteers at all times
- Recognition and sanctions are applied consistently and fairly, in line with the school's Relational Behaviour Policy
- The use of reasonable force is only ever a last resort and is carried out in accordance with statutory guidance
- The Relational Behaviour Policy is clearly communicated and understood by pupils, staff and parents/carers
- Pupils are supported to develop self-regulation, take responsibility for their actions and make positive behaviour choices
- The school works in close partnership with families to promote positive behaviour and address any concerns collaboratively
- Suspensions (fixed-term exclusions) and permanent exclusions are used only when absolutely necessary and always in line with the Department for Education's statutory guidance and the Local Authority's procedures
- The governing body emphasis that violence, threatening behaviour and any form of bullying or harassment will not be tolerated under any circumstances

**Interim Head Teacher: Mr S Watkins    Chair of Governors: Mr R Bryson**

**Hindon Primary School, School Lane, Hindon, Salisbury, SP36EA**

**Tel: 01747 820260**

**E-mail: [admin@hindonce.wilts.sch.uk](mailto:admin@hindonce.wilts.sch.uk)**



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'Where happy children learn'



## Appendix B: Reflect, Regulate, and Repair

Reflect, regulate, and repair is a model used for emotional and behavioural management, especially in trauma-informed practice, where regulating the stress response is the first step before reflecting on what happened and repairing any harm to relationships or situations. The cycle prioritises calming a dysregulated nervous system to enable a person to process what occurred and take steps to fix any damage.

### 1. Regulate

- **Goal:** Calm the body's stress response, often called the "fight, flight, or freeze" mode.
- **Why:** A person cannot learn, reflect, or process a situation when their nervous system is in survival mode.
- **How:** Use calming, rhythmic, and repetitive activities like deep breathing, walking, jumping, or squeezing a stress ball. A safe and attuned adult can provide support to help the child regain a sense of safety.

### 2. Reflect

- **Goal:** Think about what happened after the initial dysregulation has passed.
- **Why:** This helps a child understand their feelings, actions, and their consequences.
- **How:** Engage in dialogue, practice good listening, and use empathy to discuss the incident, encouraging the child to analyse their own actions in the situation.

### 3. Repair

- **Goal:** Fix any harm that was done to a person, a relationship, or a situation.
- **Why:** This step is crucial for rebuilding trust and restoring a sense of hope, especially after a "rupture" occurs.
- **How:** Make amends, apologise if necessary, and work together to find a positive way forward. This process models how to bring a broken situation back to a sense of wholeness.

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## Appendix C: A Restorative Justice Approach

### Opening Questions (Building Understanding)

#### For the child who caused harm:

- "Can you tell me what happened from your perspective?"
- "What were you thinking at the time?"
- "What have you thought about since?"
- "Who has been affected by what you did?"
- "In what way have they been affected?"

#### For the child who was harmed:

- "What did you think when this happened?"
- "How did this make you feel?"
- "What has been the hardest thing for you?"
- "How has this affected you and others?"

### Exploring Impact

- "How do you feel about what happened now?"
- "What do you think [name] was feeling when this happened?"
- "Who else has been affected by this situation?" (Consider friends, family, teachers, the wider class)
- "What's been the worst part of this for you?"

### Moving Towards Resolution

- "What do you think needs to happen to make things right?"
- "What could you do to repair the harm?"
- "What would help you move forward from this?"
- "Is there anything you need from [name] to help you feel better about this?"
- "What support do you need to make sure this doesn't happen again?"

### Agreement and Action

- "What can we agree on today?"
- "What will you do differently next time?"
- "How can we help you keep this agreement?"
- "Who can support you with this?"
- "When should we meet again to see how things are going?"

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## Tips for Using These Prompts

### Create the right environment:

- Use a quiet, neutral space
- Allow enough time - don't rush the process
- Ensure all parties feel safe and heard
- Consider having a trusted adult present for each child

### Adapt for age:

- For younger children (5-7), use simpler language and shorter sessions
- Use visual aids or emotion cards to help children express feelings
- Break the conversation into smaller parts if needed

### Follow-up is crucial:

- Schedule a check-in meeting (perhaps a week later)
- Monitor the situation informally
- Celebrate positive progress
- Be prepared to revisit if needed

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