



The Horsell Village School

Behaviour & Relationships Policy

School Name: The Horsell Village School
Date: Autumn 2026
Review Date: Autumn 2028
Date shared with LGC: Autumn 2026
Date shared with staff: Autumn 2026

Kindness to yourself

Kindness to others

Kindness to the World

Behaviour and Well-being Policy

'The more healthy relationships a child has, the more likely they will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love.'
Dr Bruce Perry

The staff and governors at The Horsell Village School believe that our children have the right to be happy, secure and confident individuals that ask questions, challenge thinking and are highly motivated to learn. We aspire for the children to be active and engaged learners, experiencing a first-class education with a high achievement culture and our curriculum aims to provide children with the skill set to continue as life-long learners.

We believe that behaviour and well-being are interlinked and therefore aim to promote and develop the emotional well-being of every child in order to provide them with the skill set to develop effective self-regulation skills and behaviours for learning.

By promoting children's social and emotional well-being, we can make the biggest impact on children's behaviour and support them in building healthy relationships and developing the capacity to communicate feelings and regulate their own behaviour in school and out in the community. Learning about communication, independence and social understanding is pivotal in developing each child and successfully promoting their emotional well-being.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole school approach to maintaining high standards of behaviour that reflects the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management.
- Establish a whole school approach and curriculum that supports in the development of children's well-being and mental health.

This policy is based on the legalisation 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](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Restrictive interventions, including the 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](#)

Roles and Responsibilities

The Local Governing Committee

The Local Governing Committee is responsible for:

- Reviewing and approving this policy
- Monitoring the implementation and effectiveness of this policy

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

All staff

All staff are responsible for:

- Creating a calm environment for all children- treating all children fairly and consistently
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour, relationship and well-being policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to specific behaviour needs of particular children (identified through Individual support plans / individual behaviour plans)
- Considering the impact of their own behaviour on the school culture and how they can uphold school approaches and expectations
- Recording behaviour incidences promptly on CPOMS (See flowchart)
- Challenging children to meet the school's expectations
- For teaching and implementing the schools teaching and learning approach that focuses on mental health and well-being as well as specific well-being elements of the curriculum

Parents & Carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them.

Parents and Carers are responsible for:

Kindness to yourself

Kindness to others

Kindness to the World

- Getting to know the school's approach to behaviour and discussing, supporting and reflecting the same approach at home where appropriate
- Getting to know the school's approach to the teaching of mental health and well-being and reflecting the same approach at home where appropriate
- Informing the school of any changes in circumstances that may affect their child's behaviour, mental health and well-being
- Discussing any concerns, they have with the class teacher promptly
- Engaging in pastoral work with the school when needed i.e.: attending review meetings, re-integration meetings
- Meeting the schools request to read with their child regularly
- Ensuring that children have their needs met in order to come to school ready to learn

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

[Please refer to our child protection and safeguarding policy for more information](#)

Mobile Phones

In line with the SWAN Trust mobile phone policy no mobile phones are to be used on site unless as a medical device for staff, pupils, parent volunteers. In this case a risk assessment will be in place.

Intent

- To promote a love of learning and a thirst for knowledge which permeates through every lesson and wider school life. Protecting their innate 'joie de vivre' - joy of life and desire to explore the world around them- engendering a sense of purpose in life.
- To promote a culture of warmth and social engagement in staff and pupil interactions.
- All children know when and where to find at least one specific and emotionally available adult.
- To encourage children to have high expectations of their own behaviour and that of others.
- To develop a whole school approach to promote outstanding levels of learning and well-being behaviours supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To create a caring atmosphere, thus ensuring high-quality teaching and learning can take place in a safe and happy environment.
- To support our pupils in the development of their emotional literacy and social skills, to be aware of their own thoughts and feelings as they happen and to develop a range of strategies to help them manage them.
- To support children in knowing how to recognise, understand and regulate emotions, building up a tool kit for life.
- To teach rights and responsibilities, values and attitudes alongside knowledge and skills through all aspects of the curriculum,
- Create an environment in which emotional well-being is promoted daily e.g.: relaxation, leisure time, 1:1 discussion time, mindfulness, sensory circuits, physical exercise, forest schools, gardening, inside / outside learning, music and singing.
- Raise a child's self-esteem and help them to develop a positive self-image.
- Reflect on a daily act of kindness.

Implementation

Guiding Principles and Approaches

In order for the above to be achieved it is essential that every member of the school community acknowledges and reflects the values promoted by the school. These are:

- **Respect**- Respect self, fellow pupils, teachers and other adults. Respect their own and others property. Respect the right that everyone can have their own thoughts, values and opinions.
- **Honesty**- Be truthful to ourselves and others.
- **Co-operation** – collaborate with our peers to gain the most from our learning, to learn from each other and utilising everyone's skills.
- **Appreciation**-to learn to build positive relationships with others by developing effective communication, trust and to understand the worth, quality and importance of something or someone.
- **Responsibility** - To develop a sense of community, knowing that actions have an impact on them and others.



Our values are underpinned by the core principle of kindness, which we plan to teach through:

Kindness to yourself

Kindness to others

Kindness to the world

Kindness to yourself

Kindness to others

Kindness to the World

	Respect Care	Co-operation Teamwork	Honesty Truthful	Responsibility Looking after	Appreciation Thankful
Kindness to yourself	I can care for my mind and body	I can share my thoughts and feelings when I work as a team	I can tell the truth.	I can look after myself and my things,	I can be thankful for who I am and what I do
Kindness to others	I can care for others minds and bodies.	I can listen and take turns when I work as a team	I can tell the truth and speaking kindly.	I can look after other people's feelings and belonging.	I can be thankful to others for the things that they do.
Kindness to the World	I can care for the World.	I can work with others to make things better in the world when I work as a team.	I can tell the truth to make the world a better place.	I can look after the World-Reduce, reuse, recycle	I can be thankful for the world by looking after it.

We believe that a child's emotional state and well-being has a direct impact on their learning behaviours. Children need to be in the stable state of mind before they can focus on their learning.

To support, we incorporate the following into our daily routines:

- We begin the day by greeting children using their preferred name, establishing eye contact where it is comfortable for the child to do so. We offer children some form of non-verbal, friendly, appropriate human contact and connect with them on a personal level or question.
- We use the phrase '**Ready to look, Ready to listen, Ready to learn**' at the beginning of each session. This is physically represented in all inside and outside classrooms as well as shared areas.
- We teach children a range of self-regulation strategies through our carefully designed PSHE lessons, 'Good to be me' afternoons, daily reflections and daily mindfulness moments after lunch.
- We use the 'Characteristics of an Effective Learner' approach to support children in developing and communicating positive, life-long behaviours for learning. Behaviour and emotions associated with each animal are modelled, discussed and shared through our PSHE curriculum, Reflections and daily discussion times. During each lesson an effective learner skill will be discussed alongside the main skill or knowledge being taught.
- We use the mantra 'Kind hands, Kind words and kind feet' to focus on key behaviours expected from all our children throughout the day.



Kindness to yourself



Kindness to others



Kindness to the World

The Horsell Superstar for behaviour

We use this as a visual representation which has been designed to symbolise growth, not only physical growth, but growth in behaviours for learning, maturity and mental health growth.

Children can choose to engage in the visual representation as it is child led, however they are all expected to participate in the emotion coaching discussion, when needed.

There are 3 branches in each classroom, 2 branches that are on the same horizontal level. Each child is represented by a leaf on the branch. They are designed not to be hierarchical.



Each branch is labelled as followed:

Horsell Superstar

This branch focuses on identifying and providing positive reinforcement for children who have strived to demonstrate effective learning behaviours, an act of kindness linking to our school motto, or living out our school values

Ready to learn

This is being kind to yourself and others.

All children start each day with their leaf on the 'Ready to Learn' branch. Children are celebrated for being able to maintain this or achieving the branch above.

Make a change

During this stage the adult will have a conversation with the child to discuss the changes in behaviour that are needed in order to return to "Ready to learn". We believe that a child's behaviour has an underlying cause. Once children display the change in behaviour they can move onto the 'Ready to learn' branch.

If a child still finds it difficult to respond to the behaviour change discussed, they will be given two further chances and opportunities to take time out to consider them.

When appropriate to do so, consequences will be used to help the child understand the impact of their behaviour and that it is socially unacceptable.

There is no branch for consequences displayed in classroom.

If a child's behaviour does not improve after emotion coaching, this may lead to:

- Time out in another class: This will be the class of their year group leader. The time out will be for a period of time that is appropriate to the age of the child. If the child is in the class of a year group leader, they will be sent to another year group leaders' class. During this time the year group leader will have a discussion regarding behaviour and changes that need to be made before returning to class.
- If the behaviour continues upon returning to class, the Headteacher or the Deputy Headteacher will become involved.

Kindness to yourself

Kindness to others

Kindness to the World

These incidents are recorded and tracked using the school's system to monitor behaviour. If a child has been sent to another classroom on a regular basis, i.e.: more than once a week over the course of a month, parents will be informed and invited in for a meeting with a member of the Steering Group and the class teacher to formalise a short-term behaviour plan. It is the class teacher's responsibility to complete the tracker and record each incident on CPOMS.

Lunchtime – Co-operation Mantra's

To support our children, develop an understanding of what a successful playtime looks like we use our playground Co-operation mantra's. These are designed to support children develop their social interactions and provide a framework to support with any conflicts should they arise. They work alongside the Emotion Coaching script for staff to providing a consistent approach for all.



Supporting Children Emotion Coaching – a common language

Emotion coaching is a communication strategy which supports children to self-regulate and manage their emotions. Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

At The Horsell Village school a common language is used to enable all children to talk with all parents and be responded to in a consistent way.

		Common Language
Step 1	Recognising and empathising	"I can see that you get..... when that happens. I would feel..... if that happened to me. Its normal to feel like that. "I notice you looking around at others who are working on their projects. I think you might be feeling..... Have I got that right?
Step 2	Validating the feelings and labelling them	"I noticed that...." "I wonder if you might be feeling...." "I might be feeling like that too if..."

Kindness to yourself

Kindness to others

Kindness to the World

Step 3	Setting the limits on behaviour (if needed)	"These are the rules that we follow. Doing that is not ok" "We can't behave like that even though you are feeling.... because it is not safe" "This is not a safe place to be angry. Let's go to a safe place then we can talk"
Step 4	Support with problem solving	"Next time you are feeling like this, what could we do?" "How do you think you will react next time this happens?" "What could you do differently?" "What can we do about this?" "I wonder.... What do you think?"

Emotion caching approach is also integrated with the PACE approach

Play	Play. Using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.
Accepting	Accepting and acknowledging the feelings underneath the child's behaviour.
Curiosity	Voiced active interest in how the child/young person is experiencing an emotionally charged event past or present. 'Will you help me understand...?' (The opposite of scolding, giving lectures, talking 'at' a child or young person.)
Empathy	Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child.

Feedback and Celebrations

We provide opportunities for children to experience positive feedback and moments for celebration. Celebrations should always take into account individual children's needs, age and understanding, be in the form of **positive feedback** which is specific, e.g. it refers to an action, **low key** and sincere; e.g. avoids hyperbole (children see through 'gush')

It could be given to the whole class, the whole school, to groups, pairs or individuals.

If given to the whole class or school, it is powerful in its ability to correct inappropriate behaviour which individuals may be demonstrating. If given to groups or individuals, it can be shared or given privately to the people concerned.

Horsell Hero

One Horsell Hero is selected from each class each day. A Horsell Hero is selected from the names of the children who are on the Horsell Superstar branch at the end of each day. Children will receive a 'Horsell Hero' sticker and certificate. Teachers will explain to the rest of the class and parents the behaviour for learning, values or acts of kindness that was demonstrated for this celebration to occur.

At this point, the teacher will also celebrate all children who have successfully completed the day on the 'Ready to Learn' branch.

Marble parties

Children as individuals, groups, and as a whole class can receive marbles for improvements of any kind. These might include behaviour we want to see or acts of kindness.

Once a marble is given it cannot be taken away.

Kindness to yourself

Kindness to others

Kindness to the World

Once the marbles have all been given the class will discuss the party they would like. Individual classes can decide on the frequency and size of jar and number of marbles. Marble parties are usually about 20 minutes long and we encourage the children to be active through free play.

Celebration Reflections

The school's 'Celebration Reflections' celebrates behaviours that are seen that reflect our school values, effective characteristics of learning and key principle of kindness. Each Friday a child from each class will be selected as the 'Kindness Ambassador' of the week. Teachers will provide a short explanation as to why the child has received this award and this will be celebrated as a whole school. The child's name will be written in the Kindness Ambassador book, and they will also take home the class mascot for the weekend, recording their adventures in the mascot book.

Inappropriate behaviour

When a pupils behaviour falls below the standard that can be reasonably expected from them, staff will respond in order to restore calm and safe learning environments and to prevent recurrence of inappropriate / mis- behaviour. 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.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL and/or designated lead for inclusion to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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

Instances considered to be racial, or bullying will be directly reported to the Headteacher or the Deputy Headteacher for investigation and will be logged on CPOMS.

Flow chart of types of behaviour and associated levels and corresponding actions.

Level 1 Low level behaviour • Not listening or answering back • Calling out • Noise and attention seeking • Inappropriate voice tone, body language. • Work Avoidance • Distracting others. • Running in the building • Being inside when shouldn't be. • Being rude to other children. • Being rude to adults	<u>Level 1</u> <u>Ready to learn</u> Verbal warning 1 Verbal warning 2 – move to change your mind branch (should they wish visual representation) Emotion coaching Move leaf back to ready to learn.
Level 2 • Physical hurting e.g: pushing, pulling, poking, pinching • Name calling / teasing • Hiding or running away Should consequences be needed more than twice in a week move to step 3	<u>Level 2</u> <u>Consequences</u> • Time out in another class. This will be the class their year group leader. For a time period that is appropriate to the age of the child. If the child is in the class of a year group leader they will be sent to another year group leaders' class. During this time the year group leader will have a discussion regarding behaviour and changes that need to be made before return to class. When a child returns to their class they will place their leaf back on the 'Ready to learn' branch. • If the behaviour continues upon return to class the Headteacher or the Deputy Headteacher will become involved. CPOMS report generated
Level 3 • Aggressive behaviour (punching, slapping, biting, hurting or hitting) • Offensive verbal abuse, harassment, or threatening behaviour • Spitting • Throwing objects • Endangering themselves or others • Complete defiance • Dishonesty	<u>Level 3</u> <u>Steering Group</u> • Time spent with Headteacher / Deputy Headteacher- member of the STG- Emotion coaching. • Parents informed • If level 3 happens more than 3 times in a fortnight – behaviour plan developed and shared with parents. (3-week behaviour plan- reviewed with parents at the end) CPOMS report generated.
Level 4 • Un provoked physical attack on children or adults. • Violent behaviour	<u>Level 4</u> Headteacher / Deputy Headteacher / Governors • Internal / external suspension

Serious behaviour incidents

Serious incidents will be dealt with on an individual basis by the Headteacher and Steering Group. This demands a team approach involving not only the class teacher and Headteacher but will crucially need the active support of the parents as well. The Headteacher/Steering Group and Class teachers will create an IBP (Individual Behaviour Plan). Parents will be informed and involved in the plan.

Children who cannot follow rules or guidance from adults can pose a safety risk to themselves and other pupils. In some instances, children may not be allowed to leave the building during school time: e.g.: for local walks and school trips.

Some behaviour is so serious and / or presents such a safety risk that it may result in a fixed-term or in the rare instances a permanent exclusion. A decision to exclude a child will be taken in response to serious or persistent breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. Exclusion is always a last resort, and it is the Headteacher who decides to exclude a child, in line with the school behaviour policy, the evidence available and the need to balance the interests of the child against those of the whole school community.

Children will be excluded from school, for serious behaviour issues or persistent misbehaviour. The school follows the Surrey County Council Exclusion Policy guidelines:

<https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>

Behaviour that may lead to fixed-period or permanent exclusion includes:

- Breaches of the school's behaviour policy, including persistent disruptive behaviour, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements.
- Behaviour which would cause harm to the education or welfare of the pupil or others in the school.
- A serious breach of school's behaviour policy may result in a permanent exclusion for a first-time offence.

An exclusion is usually in the form of a "fixed term" period where a child will be excluded for a given number of days. The length of time a child is excluded for will be dependent on both the severity and frequency of behaviour.

The Headteacher does have the right to exclude for up to 45 days in one academic year; a permanent exclusion would result in a pupil being taken off roll and is only ever used as a last resort. There is an 'integration' meeting on the child's return to school, to ensure that the exclusion has been taken seriously.

The Headteacher without delay will notify the Local Governing Committee and the Local Authority of:

- A permanent exclusion. (including where a fixed term exclusion is made permanent)
- Fixed term exclusions which would result in the pupil being excluded for more than 5 school days in a term.
- Fixed term exclusions that would result in a child missing a National Curriculum test.

Parents / Carers will be notified immediately of the type of exclusion.

In most situations they will be notified by telephone followed by a letter. Whilst the child is excluded, his / her welfare remains the responsibility of the parent / carer and the child is not allowed onto the school site. Work will be set to complete at home, for the duration of the exclusion period, after the first day.

Parents / Carers have the right to make representations to the Local Governing Committee concerning the exclusion. The parent / carer will be given the name, address and phone number of the person to contact in the letter sent by the Headteacher. The Local Governing Committee itself cannot either exclude a pupil on a fixed term or permanent exclusion or extend the period of a fixed term exclusion. Should an appeal be made, the Appeals Panel will meet to consider the circumstances in which the pupil was excluded, representations from the parents / carers and the Local Authority and will consider whether the pupil should be reinstated.

If the Appeals Panel decides that a pupil should be reinstated the Headteacher must comply with this ruling.

In the case of a child being excluded, it is always the school's policy to talk to other children in the year group about our reasons for excluding. We do this for the following reasons.

Kindness to yourself

Kindness to others

Kindness to the World

- It sets the incident in context, and clarifies facts, to limit rumours.
- It makes the school's boundaries explicit.
- It serves as a warning to other children whose behaviour may be similar, they can then realise the consequences of their behaviour.

The school also has the policy of forgiveness, and a fresh start when the child returns. Parents have the right to make representations to the School Local Governing Committee and the decision to exclude can be reviewed.

Restrictive Interventions, including use of reasonable force

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged.

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and / or other restrictive interventions.

All members of staff have a legal power (Section 93) to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and / or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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.

Please see our restrictive intervention policy for more information

Bullying

Bullying is not acceptable in our school, and we take several measures to prevent it happening, through our PSHE and 'Good to be me' curriculum, our values and assemblies.

If it occurs, we deal with incidents promptly and effectively. The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved.

[Please refer to our Anti-Bullying Policy.](#)

Sexual Harassment

The schools take seriously any incidents of sexual harassment and will ensure that all incidents of sexual harassment 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.

Sexual harassment means unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

We intend to focus upon positive and proactive teaching around friendship and relationships through our PSHE curriculum, which includes the statutory teaching of RSE. However, we do recognise that, at times, we are likely to have children who exhibit sexually inappropriate behaviours. All adults are aware of the appropriate steps to take in order to get the advice and support needed. When incidents do occur, they are reported immediately to a DSL and formally logged on the schools' online reporting and monitoring system (CPOMS). This will inform Senior Leaders and DSL staff who will follow Part 5 of Keeping Children Safe in Education 2025. Leaders will also refer to the 'Guidance for using the sexual behaviours traffic light tool' published by Brook's. [Please also see the SWAN Trust Child Protection and Safeguarding Policy.](#)

Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

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

Kindness to yourself

Kindness to others

Kindness to the World

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)

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Recognising the impact of SEND on behaviour and relationships

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.

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

Kindness to yourself

Kindness to others

Kindness to the World

- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

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.

Policy to be read in conjunction with:

- Anti-bullying Policy
- Swan Trust Mobile phone Policy
- SWAN HVS Safeguarding Policy
- Restrictive Interventions Policy

Appendix 1

Definitions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Bullying

The Government defines bullying as: 'Behaviour by an individual or group usually **repeatedly** over time, that **intentionally** hurts another individual or group either physically or emotionally'.

Bullying can be defined as when someone is deliberately being hurtful to another on a regular basis and where the power is all on one side (i.e. with the bully). It should not be confused with 'relational conflict' whereby two or more children get into conflict, but the dispute is equally provoked, and both sides have been hurtful to the other.

In this school, we acknowledge and respond to behaviour, either affirming it or correcting it. There is a 'no blame' culture which means that we do not describe the person, only the behaviour. There are no mean, nasty people in this school, but there may be instances of mean, nasty behaviour.

We teach assertive behaviour: by that we mean the ability to express our rights without infringing on the rights of others, in a way which is warm, clear and sincere.

What are the different types of bullying?

Bullying has many characteristics. These include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Kindness to yourself

Kindness to others

Kindness to the World

The school also needs to be informed of incidents outside school, which may affect relationships during the school day. To encourage a culture of openness, our school has an open-door policy, and adults are available and accessible for pupils to talk to informally at planned times across the school day e.g. before break times.

All these types of characteristics can be grouped into the following:

- Bullying related to race, religion or culture,
- Bullying related to special educational needs or disabilities,
- Bullying related to appearance or health conditions,
- Bullying related to sexual orientation,
- Bullying related to home circumstances and
- Sexist or sexual bullying.

The Horsell Village School will accept none of the above behaviours from staff or pupil

