The Hyde School Behaviour Policy 26/27

Approved by:	Philippa Saving	**Date:** September 2026
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- 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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
    - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
    - Causing someone to engage in sexual activity without consent
    - Upskirting
    - Initiation/hazing type violence and rituals
    - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- 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)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- 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 and working in collaboration with them to tackle behavioural issues.

5.5 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 routines
- The school's rules:
    - **We tell the truth**
    - **We are polite**
    - **We listen to others**
    - **We follow instructions**
    - **We are kind**
- 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 in admissions.
- At The Hyde, children are encouraged to take responsibility for their own behaviour. We have pupil-led initiatives, such as Mini-Mentors and the School Council, which support this.

6. School behaviour curriculum

For pupils to show:

- Self-control & self-confidence
- Respect to members of staff and each other
- Sensitivity and consideration for others
- Pride in themselves and their school
- An interest in all they do and achieve

Pupils will develop:

- Responsibility for their learning and their environment
- An independence of mind
- Mutual respect
- A sense of fairness and democracy
- Understanding of why we need rules
- A respect and tolerance for others' way of life and different faiths and opinions

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

Early Years Foundation Stage (EYFS)
Pupils are taught what good behaviour looks like. Highly skilled practitioners help children to work and play happily together and to share and take turns.

6.1 Mobile phones

See our Mobile Phone Policy.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information TEFAT Safeguarding & Child Protection Policy.

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence

- Headteacher award/celebration assembly
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to unacceptable behaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases such as social stories/Widget symbol cards, can be used to help prevent further behaviour issues arising.

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

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.The Hyde School uses a restorative approach wherever appropriate, supporting pupils to understand the impact of their behaviour and repair relationships.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class for reflection time if needed to de-escalate or emotionally regulate
- Setting age appropriate tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

As outlined in the TEFAT Behaviour Policy, all Level 2–5 behaviours will be recorded on Arbor. Teachers will maintain a record of Level 1 behaviours as part of their classroom behaviour management.

Please see Appendix 1 for The Hyde Behaviour Protocols.

7.5 Physical Intervention

There will be occasions when physical intervention is necessary, however it must be used as a last resort. This is non-statutory advice from the Department for Education Use of Reasonable Force. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

See Appendix 2.

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.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Strip searches

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

A strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

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

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

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

See appendix B of TEFAT Safeguarding and Child Protection policy for the role of an appropriate adult.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

Sanctions may be applied for online behaviour outside school where the behaviour meets the criteria outlined above.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information- TEFAT Safeguarding & Child Protection Policy.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff 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.

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.

8. Serious sanctions

8.1 Internal suspension

An internal suspension is when a child completes their work in another class, outside of their year group. Playtimes and lunchtimes may be spent indoors, reflecting with a member of SLT or the pastoral team. This consequence may be given when a child has displayed high-level inappropriate behaviour and, as a school, we feel it appropriate that the child is not with their class or teacher for a fixed period of time. Internal suspensions can be used to safeguard other children, where necessary, and to offer the child the opportunity to reflect in a safe, familiar environment.

8.2 Suspension and permanent exclusion

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

The meeting will be recorded on the TEFAT Reintegration Meeting and Support Plan.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- The use of social stories or visual Widget symbols for children with speech and language communication difficulty or where verbal communication exacerbates the situation.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is ‘yes’, the school will consider whether applying a sanction would be appropriate and whether reasonable adjustments are required.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan involving relevant professionals. The school will ensure that the Local Authority is informed if changes are needed.

LA contact:

Barnet's SEN Assessment & Placements Team,

2 Bristol Avenue,

Colindale, London, NW9 4EW

senadmin@barnet.gov.uk

10. Supporting pupils following a sanction

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

- Reintegration meetings- formally with parent/guardian after a fixed-term suspension or informally after internal suspension
- Daily contact with the a senior leader

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Risks associated with use of generative AI
- Identifying and challenging extreme online misogynistic or misandrist content
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents 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 and other stakeholders (via anonymous surveys)

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

- At school level
- By age group
- At the level of individual members of staff

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Mobile Phone Policy

Appendix 1: The Hyde School Behaviour Protocols

The Hyde School Behaviour Protocols

Behaviour in our school is generally very positive. Naturally at times some children will overstep behaviour boundaries and it is important that all staff follow these protocols both in class and around the school. At The Hyde we use a 5 point levelling system for children in Years 2 and above. In the EYFS and Year 1 a different model is used for providing children with warnings and "thinking time" to reflect on poor behaviour choices. All behaviours to be recorded on Arbor from EY to Y6.

Bullying incidents will be investigated individually and may be escalated to a higher behaviour level depending on severity, repetition, impact and safeguarding concerns

	Inappropriate behaviour	Procedure & consequence
Level 1 Class teacher to monitor	**Low level disruption or minor loss of self regulation which is self limiting/correcting** ● leaving a room without permission ● refusal to complete learning ● refusal to follow instructions/off task ● Interrupting learning and the learning of others. ● being unkind ● out of seat wandering around ● calling out/chatty, not meeting classroom expectations	**Class teacher to investigate** ➔ Verbal warning ➔ Encourage positive behaviour and try to de-escalate the situation. ➔ Reflection time in class or breakout room with class teacher or support staff
Level 2 Record on Arbor	**Low level disruption or minor loss of self-regulation affecting self but requiring adult intervention/support** ● Repeat of level 1 behaviours ● injury to peer(s) unintentional ● damage to property (unintentional) ● disruption of own learning/others learning	**Class teacher to investigate** ➔ Verbal warning ➔ Encourage positive behaviour and try to de-escalate the situation. ➔ Reflection time in class or breakout room with class teacher or support staff or if needed with SLT ➔ Reported to parent//carer by class teacher either by phone or after school
Level 3 Record on Arbor Monitored by TEFAT *Recorded on MYConcern **Moderate 'detrimental'** One off, persistent or disruptive behaviours which are beyond the reach of standard classroom intervention Harm is unlikely to be serious	● Bullying online/physical/verbal ● Continual refusal to follow instructions ● Disrupting own and the learning of others ● Continuing to leave the classroom without permission ● Directly unkind or disrespectful to a child or adult ● Deliberate damage to property (school & off site) ● Prejudice language- racist ● Prejudice language- other than racist ● Swearing ● Theft ● Harmful Sexual Behaviour* ● Self-harm*	**Class teacher to investigate** ➔ Reflection time in class or breakout room with class teacher or support staff or if needed with SLT. ➔ Consequences : losing playtime, timeout of class ➔ Reported to parent//carer by class teacher either by phone or after school or by SLT if deemed appropriate

Level 4 Record on Arbor Monitored by TEFAT *Recorded on MYConcern **Serious 'difficult'** Endangering or compromising physical/ emotional safety significant disruption Involves serious and significant disregard	**This includes any behaviour which results in unintentional injury to others.** • Repeat of level 3 behaviours • Injury to peers and staff (deliberate/unintentional) • Harmful Sexual Behaviour* • Self-harm*	**Initially investigated by class teacher** ➔ If deemed necessary then by a senior leader- AHT, lead prac or phase leader/DHT/HT ➔ Child to complete a reflection sheet with a leader- copy to be given to parent//carer and copy in the red behaviour folder. ➔ Consequence: losing playtime, timeout of class, internal suspension, report card ➔ Parent/carer informed via telephone and level 4 letter sent home by senior leader or class teacher.
Level 5 Record on Arbor Monitored by TEFAT *Recorded on MYConcern **Critical 'dangerous'** Severe or dangerous behaviour that threatens the safety of self and/ or others Involves serious harm Is illegal	• Repeat of level 4 behaviour • Absconding from site • Child on Child physical/verbal (imbalance of power, targeted & sustained over a period of time) • Damage to property • Deliberate physical assault • Bringing in a banned/dangerous item to school • Injury to staff/peers (deliberate, one off) • Intent to harm • Harmful Sexual Behaviour* • Self-harm*	**Investigated by a senior leader AHT, lead prac or phase leader/DHT/HT** ➢ Child to complete a reflection sheet with a leader,copy to be given to parent//carer and copy in the red behaviour folder. ➢ Consequence: losing playtime, timeout of class, internal suspension, fixed term suspension, report card ➢ Parent/carer informed via telephone and level 5 letter sent home by senior leader ➢ Senior leader to mark as resolved on Arbor

KS1 Report Card
KS2 Report Card
Level 4 letter
Level 5 letter
KS1 reflection sheet
KS2 reflection sheet

Further clarification for some behaviour categories

Category *Further clarification*	Negative Level 3 **Moderate**	Negative Level 4 **Serious**	Negative Level 5 **Critical**
Absconding	leaving place of learning (eg classroom, hall, field)	leaving school building still visible in school grounds (eg outside on field/ playground)	leaving school site and grounds completely
Attempted Deliberate Arson			**To be recorded here only due to level of seriousness**
Making the setting unsafe (deliberate, potential harm to others e.g broken glass)	Throwing items around a learning area, not deliberately attempting to aim at an adult and/or peer May result in evacuation of class	Throwing items at staff and/or peers Breaking furniture, broken laptop or window Will result in evacuation of class	Barricading adults or peers into room Bringing in a dangerous, banned item such as lighter, matches, gas, vape Will result in evacuation of class
Malicious Accusation against staff	**This category should sit within My Concern records for the child and within HR records for the adult.**		
Stealing/Theft	Removal of small classroom items	Theft from peers e.g. money/possessions Or persistent removal of classroom objects	Significant theft of school property/staff belongings
Racist incident		**To be recorded here only to simplify levels of recording with context added to record**	

Appendix 2: Physical Intervention

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior leaders should support their staff when they use this power.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children, such as unpaid volunteers or parents accompanying children on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.
At The Hyde School, we always use de-escalation strategies to support our children.