



## A Relationship & Communication Approach to Positive Behaviour, Trauma Informed Behaviour and Anti-Bullying Policy

This Policy was approved at a meeting of the Full Governing Body on 20<sup>th</sup> November 2023

Chair of Governors: Mr L Shilling  
Headteacher: Ms Y Nunn

Signed .....  .....

Chair of Governors

Signed .....  .....

Headteacher

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# Relationship, Communication and Anti-Bullying policy

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## **DfE recommendations, guidance and research appertaining to this policy**

The guiding principles outlined in this policy are in place to ensure our school is an Attachment and Trauma Aware setting; we use the knowledge and training around attachment and trauma and communication as the foundations of this policy.

This policy is influenced by, and takes aspects of the following documents, legislation and research attached as appendices: PACE, (Playfulness, Acceptance, Curiosity and Empathy), ACE (Adverse Childhood Experiences) and Trauma Informed Approach to behaviours.

This policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

- DfE Statutory Guidance – Keeping Children Safe in Education September 2023
- School Standards and Framework Act 1998
- Education Act 2002
- Behaviour in Schools Advice for Headteachers and School Staff (September 2022)
- TEAM TEACH Guidelines
- Use of reasonable Force – Advice for headteachers, Staff and Governing Bodies (July 2013)
- Section 93 of the Education and Inspections Act 2006
- School Information (England) Regulations 2008

- Equality Act 2010
- Education Act 2011
- DfE: Promoting and supporting mental health and wellbeing in schools and colleges (June 2021)

Links to relevant policies

- Safeguarding Policy
- Online safety policy
- Whistleblowing Policy

*'No significant learning can take place without a significant relationship' James Comer*

*"When adults change behaviour changes' Paul Dix*

We also recognise that Adverse Childhood Experiences (ACEs) can be experienced by any child, but most recent studies indicate that children with disabilities are more likely to experience these. As such this policy aims to ensure that connection is at the heart of any management of behaviour and is understood by all stakeholders as a key factor in ensuring a safe learning environment for all.

### **Introduction**

This policy is designed to promote a positive ethos of positive communications and behaviour in which children can develop and thrive together. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at its center. Hampton will support all children including those displaying social, emotional and mental health (SEMH) difficulties or other SEND needs. We maintain the belief that childrens' behaviour should be understood and can be supported, modified and enhanced in order to enable them to access learning and become happy and secure individuals.

### **Aims**

Hampton aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all children a sense of responsibility to themselves, to our school and to the wider community. This is achieved by working in complete partnership with all stakeholders - governors, staff, children, parents and carers.

### **We aim to ensure**

- A respectful, kind and safe environment where everyone shows consideration and compassion towards each other no matter their background or differences.
- Our Hampton community respects others' cultures and lives, demonstrating mutual respect, kindness and tolerance ensuring equality and acceptance for all.
- A strong sense of belonging and safety in all aspects of the school day; 'meet and greet' at the classroom door in every classroom (teachers), gate duty (SLT and WBT) and an open-door policy for informal discussions with parents/carers.
- Staff development and support – training in attachment and trauma, ACE and PACE modes of interaction (Hughes 2015).
- Staff interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).
- To recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.

- Staff understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. That relationships are key and that there is “connection before correction”
- A whole school commitment to minimise the use of harsh voices and shouting with no use of put downs, criticism and shaming (proven to be damaging psychologically and neurologically).
- A calm, purposeful and happy atmosphere conducive to good learning.
- Positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Children can recognise and appreciate appropriate behaviours.
- Independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- An inspirational and relevant curriculum, one which inspires children to learn, alongside developing their social, emotional and behavioural skills where children can feel happy, supported and safe.
- A consistent trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority.
- Trusted and transparent working relationships with parents, carers and external agencies.

### **What we believe at Hampton**

Children have one childhood and one chance at primary school; each day is an opportunity to grow and develop and to build knowledge, resilience and tolerance. Every moment should be taken at school to ensure children can learn to persevere, become resilient, be healthy, show kindness and have friends as well as not being afraid to make mistakes along the way. Everyone belongs at Hampton. Together as a community we all support the children in becoming well-rounded individuals and members of local and global communities. Providing children with opportunities to grow with their peers and with the wider community, enabling every child to discover their unique strengths and talents.

In order to achieve and build relationships, children need be able to regulate their behaviour and recognise when times are challenging. We will encourage children to be reflective, to concentrate, to be ‘active listeners’ and to develop the capacity to make decisions through rewarding positive behaviours. Developing key skills of self- motivation and self-regulation. We aim to help children adapt their behaviour sensitively and sensibly to the many different contexts in which they will find themselves, now and in the future.

The Hampton community have agreed upon the following core values:

- Kindness
- Resilience
- Reflection
- Aspiration

Our learning rules are agreed upon by the school council linked to our Hampton values. These are revisited at the beginning of each academic year in classes. These expectations embody a strong moral code which the children can measure their actions and underpin the expectations for behaviour throughout our school and in the wider community.

### **Staff Responsibilities and Expectations**

Ensuring, acknowledging and encouraging positive behaviour is everyone's responsibility. Behaviours and communication is contagious. Positivity, compassion and kindness is key. All staff are responsible for modelling these behaviours at all times.

If a child begins to experience difficulties of any kind with regulating their emotions and/or behaviour they are closely monitored. The class teacher will involve their Year Group Leader, Well-being Team staff and the SENCO when discussing strategies to support the child's needs. Strategies and actions are discussed at year group meetings, weekly well-being meetings held by the DHT and during regular pupil progress meetings with the wider SLT. The class teacher will log concerns shared with parents using CPOMs and facilitate appropriate classroom strategies to allow the child the opportunity to discuss and address their difficulties. There can be many reasons for a child to demonstrate challenging communications and the staff always looks for potential explanations. For some children with SEND, additional strategies will be put in place adapting the expectations of this policy accordingly whilst still ensuring that the children are, through restorative conversations and support, able to understand consequences and how to regulate their own behaviours. These children may have timely behaviour plans or pastoral support plans in place with clear expectations and management strategies outlined. One page profiles containing key information are created for pupils who require bespoke strategies to be shared between relevant staff.

At any point a child may become vulnerable, experiencing friendship difficulties or disruption within their family/home life. Teachers will contact parents/carers to discuss any changes experienced at school through effective verbal communication in the first instance (a phone call or a brief meeting). We are fully committed to working in partnership with parents and carers. Children are far more successful when school and home are both working in partnership to support one another.

It is understood at Hampton primary that all behaviour is a communication. Unwanted behaviour can be caused by one or more of the following:

- Difficulty in communication (both expressive or receptive)
- Changes to routines
- Unmet physical/emotional needs
- Environmental factors in learning environment such as noise, smell, visual sensory overload
- Social, emotional and mental health needs
- External factors outside of school

Slight changes in the above can help to reduce unwanted behaviours and improve children's ability to self-regulate:

- Choice/alternative activity
- Change of adult
- Opportunities for interaction
- Workstation, TEACCH stations
- Therapeutic alternatives
- Relaxation/calming distractions
- Positive reinforcements
- Alternative tray tasks
- Reflexive listening/responses
- Positive relationships

We recognise changes in behaviour can be internal and external. All staff are responsible for reporting concerns/changes via CPOMs as possible causes could be wider environmental factors such as issues at home, bullying or other types of abuse which can impact a child's safety and wellbeing.

## **A Relationship-Based approach to Inclusion & SEND Code of Practice**

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) recognised that behaviour is a form of communication. Behaviour and Social Difficulties was replaced with Social, Emotional and Mental Health Difficulties (SEMH) which helped to promote a shift towards viewing behaviour as a communication of an emotional need, whether conscious or unconscious and responding accordingly.

We believe that responding to the SEMH needs of a child is everyone's responsibility.

*"Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity)." (Rick Riordan)*

We take every opportunity to teach strategies for building social skills, resilience and raising self-esteem. Across the school these are recognised as vital steps in preparing our children for the opportunities, responsibilities and experiences of life. Our children develop a range of strategies which enable them to manage their emotions and self-regulate their behaviour.

A non-judgemental and empathic approach towards behaviour is taken and all adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. A child with behavioural difficulties needs to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

We recognise that strong relationships between staff and children are vital. Staff are fair and consistent with every child, taking into account individual needs. Children need to understand that the staff member will always be approachable and support children in understanding that they are there to help, enabling children to feel safe. This may sometimes mean that there is a need for staff to explain a consequence to the children to facilitate the learning of appropriate behaviour and to ensure the safety of all.

We actively promote strong relationships between staff, children and their parents and carers. We rely on our positive school culture and climate that fosters belonging, inclusion, respect and value for all members of the school community.

Relationships are central to our sense of belonging and to our emotional well-being. These include staff-child, child-child, staff-staff, staff-parent/carer, child-parent/carer relationships.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment.

Relevant rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

We encourage parental engagement and involvement and see this as crucial when addressing and planning support for children's SEMH/ASC needs.

It is important that indicators of SEMH are clearly recognised to ensure that it is not just pupils who

are displaying observable and active/ 'acting out' behaviours (e.g. those who are non-compliant, show symptoms of low mood or hyper arousal, verbal and physical aggression, those who abscond, who have difficulty understanding others or personal boundaries) that are identified. Pupils who display more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage. The long term impact is equally detrimental for this group of children.

It is also important to view children whose behaviour is externalised or whose emotional distress is internalised as equally vulnerable. Early intervention is imperative for addressing both active and passive behaviours to ensure that low level features/difficulties can be addressed early. It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and important to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. This can be particularly hard to do when a child acts in a way that hurts or frightens others.

Identified vulnerable children have easy and daily access to at least one named, emotionally available adult (WBT/LSA in year group/class) and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found. School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults). Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. Staff wellbeing remains a priority and is underpinned by a comprehensive Staff Well-being Policy. Wider staff well-being initiatives are in place to value and recognise our staff's contribution to the Hampton community. Coaching systems are also in place to support staff.

We are exceptionally proud of the kindness and sensitivity shown by our children towards our more vulnerable children and of the part the children play in making ours a truly inclusive school.

All staff recognise that for some children, the behaviour seen in a given situation was possibly the only option for the child at that time.

All staff recognise that behaviour can indicate the developmental stage of a child. It is important that basic physiological and emotional needs (Maslow's Hierarchy) are met before a child feels safe enough to relax, play and learn. Behaviours that seem inappropriate often occur when a child feels threatened and their basic needs are not being met.

Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents and carers and relevant professionals, and shared sensitively, as deemed appropriate.

As outlined in the SEN Code of Practice, we promote a differentiated approach following different

levels of intervention and support. Appropriate target-setting and information-sharing is extremely important, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as PSPs, Provision maps and behaviour plans. These are jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the child to ensure that they, alongside their parents and carers remain central to this process and can voice what helps or hinders; what likely triggers might be; strengths and difficulties, etc.

Hampton Primary school has high expectations both for personal learning and social development. We are strongly committed to giving every child - regardless of disability, race, gender or religion - the opportunity to succeed to the best of their ability. Investing time and effort into every relationship, we believe we are establishing the perfect environment for all children to achieve their full potential and grow into well rounded confident young people.

Academic achievement alone does not prepare children for life; it must be embedded within an ethos which allows them to thrive and grow in confidence. Preparing our children to make moral decisions and exercise their democratic rights of citizenship is one of the most complex challenges that we face as educators and parents and therefore we believe it is vital for us to work in partnership whereby there is a strong sense of respect from and for all parties involved.

### **Promoting positive relationships and communication through discussion, Conflict Resolution, Zones of Regulation and Peer Support**

Children are always encouraged to resolve any perceived conflict or issues with one another with the direct support and guidance from key trusted adults. They are encouraged to understand feelings, acknowledge their own behaviours and how they may have impacted on one another.

Children's behaviour is underpinned by the stage they have reached in social and emotional development, the level of skills they have in this area, and their emotional well-being, in interaction with the social, emotional and physical environment. It is not assumed that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. We need to take active steps to develop children's social, emotional and behavioural skills.

Children may need help and support with their interactions. All adults need to offer support to the children around naming feelings (anger/sadness and knowing it is OK to have such emotions) and being able to help consider ways in which any wrongdoing can be repaired. When dealing with conflicts or issues, adults consider knowledge and understanding of the child's back story and how that might impact on their behaviour. When considering the child's viewpoint, adults need to see this from the child's perspective, rather than with the logic, cognition and emotional response of an adult. Working restoratively ensures that relationships are stronger, and learning is more effective.

### **Expectations for positive relationships across the school**

- At the start of the day, every child is made to feel welcome into school, greeted by adults and shown that they belong, respected and valued.
- The children begin the school day with an emotional check in using the zones of regulation. By sharing how they feel, adults in the classroom are able to identify the children who may need support and encouragement and anticipate needs for the day ahead.
- The adults in the classroom share how they are feeling with the children in order to share and generate a safe environment, build empathy and help the children identify why they are feeling a certain way and start to understand emotions they are feeling and why.
- Children and staff are encouraged to use the emotional check in board throughout the day to

demonstrate that emotions and feelings change during the day and do not stay fixed. Children are still learning about emotions and need consistent practice placing and naming the feelings they develop through modelling and understanding.

- Ending the school day with a 'check out' enables the children to see how their emotions and feelings have changed throughout the day. The children learn to label, recognise and acknowledge their feelings and those of their peers, and learn how to manage them.
- Children are encouraged throughout the day to develop their strategies for dealing with difficult situations with support, structure and modelling from all staff.
- Support mechanisms are embedded throughout our school to nurture our children – peer mentors, ambassadors and sports crew. Positive relationships and communication forge trust, confidence and resilience from Nursery and FS through to year 6.

### **Conflict Resolution and Restorative Justice**

- Conflict Resolution strategies are used to de-escalate, resolve and re-establish positive communications and relationships. Adults approach any conflict quickly and calmly, stopping any harmful behaviours.
- Adults reach out, recognize and empathise with children, helping soothe them so they feel calm. They acknowledge feelings by making simple statements. I understand how you feel, you're not alone' (e.g. 'It's really upsetting when someone tells you 'no').
- Adults engage in conversation at a time when the child is regulated and receptive to discussion. They validate the children's feelings and label these. This is what is happening (e.g. 'you're kicking the wall'), this is what you're feeling (e.g. 'because you're cross').
- Adults gather information and make sure children talk one at a time. Information is gathered from children separately to ensure that all have a chance to share their own perspective.
- Limits are set on behaviour during discussion with children. ('Sometimes it's not always possible to have what we want').
- Adults seek to solve the problem, devise solutions and allow children to choose one agreeable outcome together.
- Conversations end on a good note with a sense of resolution. Children are thanked for being honest and open or for accepting an apology from someone.
- Follow up support is always offered if necessary.

### **Communication and Managing Behaviours**

Each teacher keeps a behaviour record of their class on CPOMs. Behaviour is discussed weekly in a staff phase meetings and this means that staff have a full profile of any children experiencing any difficulties and can adapt their teaching strategies and programmes accordingly.

Parents and carers are always fully involved in this process. They will be told of their child's involvement in any incident via a phone call; parents will be invited to discuss it further with the class teacher if they wish to do so. Parental support is of paramount importance when helping a child to mature and develop their behaviour.

### **Rewards**

A positive attitude towards children's attributes and behaviours is maintained by all staff at all times this is delivered through

- Identifying and publicizing children's qualities (linked to school values) and achievements – verbally, recognition board or gestures

- Class Dojo points
- Celebration assemblies
- Tangible rewards used in a variety of forms – certificates, stickers, badges, immediate verbal praise or agreed rewards
- Messages to parents via Class Dojo or Tapestry
- Being given a special responsibility agreed with class teacher, wellbeing team or Year Group Leader
- Bespoke reward charts

## **Sanctions**

Staff will avoid drawing attention towards challenging behaviour and it will be dealt with quietly and as privately as possible – referring to school values/class rules as appropriate. Consistency of approach, clear communication from all staff, agreement on the challenges presented and teamwork are essential to effectively support behaviour. If staff require further support/or a change of adult this is to be clearly communicated by a discreet gesture before additional staff will engage. Staff to refer to page profiles for identified children highlighting key information and best strategies to use.

In the event of a sanction being given the following may be used:

- Visual/discreet verbal warning
- Partial missed playtimes for reflection
- Restriction of choices/activities/environment
- Personalised Relationship/Communication card/Learning card
- Internal reflection/suspension
- Fixed term suspension
- Parent/carer may be asked for financial compensation due to damaged property

All sanctions are respective of the judgment of severity of incidents. At times, a child may present with extreme and or challenging communication/behaviours placing themselves or others at risk. In these circumstances a risk assessment is completed in partnership with parents and/or carers to ensure the child can have access to school life/experiences in a safe and controlled way.

## **Anti-Bullying**

There are many reasons why some children use strategies which repeatedly upset others. The definition for bullying is:

*Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.*

(Definition taken from StopBullying.gov)

Our aim, in any situation is to always support the children and families. We believe that all children, those acting outside of acceptable behaviours and those on that are affected by these actions should all be supported to understand their behaviour and actions and to become the best versions of themselves.

**Bullying may be evident in the form of one or more of the following:**

- Physical: hitting, kicking, pushing

- Emotional: tormenting, being unfriendly, excluding, threatening gestures
- Verbal: name calling, insulting, insulting remarks
- Cyber or social media bullying
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Transphobic: displaying negative attitudes, or actions toward transgender or transsexual people.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational need.

**Bullying behaviour will not be tolerated within** our school. It is defined by its persistence, its destruction of other peoples' confidence and its desire to humiliate or harm its target. All persistent behaviours that victimise others on the grounds of their race, culture, creed, disability, sexuality or age are defined as bullying.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be through intimidation and threats, name-calling, spreading rumours, stealing, damaging belongings, telling lies to get others into trouble, sending messages around the class, online torment or emotionally/physically hurting people.

Unfortunately, research shows that these behaviours can take place in the school environment and some through the use of technology such as the internet, online platforms/gaming or through Direct Messaging on Apps. Children are constantly reminded of their right to safety and are encouraged to make their teachers aware when other children are making them feel uncomfortable. Sometimes this can be a matter of helping a child to understand that not all acts of unkindness or exclusion are bullying.

Many hurtful behaviours are short term upsets and can be dealt with through the normal systems and by building a child's confidence and understanding in constructing and maintaining relationships.

However, sometimes unkindness can escalate into something which must be dealt with quickly and uncompromisingly. As soon as we become aware that a child is being bullied the following things happen:

- A log of the incidents will be kept on CPOMs and it will be reviewed for any previous incidents.
- Meetings with the perceived victim/bully to identify/determine actions/behaviours.
- All parents and carers are made aware of behaviors and necessary sanctions will be applied involving close work with the child/children to help identify the causes of the problem and support them with making better choices and understanding the consequences of their actions.
- A range of supportive strategies will be discussed and implemented to support each child.
- All relevant staff in school will be made aware of any situations to ensure that every child can feel safe in school during structured and unstructured times.
- Sanctions can include missed playtimes, behaviour cards, internal seclusion or fixed term suspension. All sanctions are respective of severity of incidents.

Above all we teach children to be compassionate and confident individuals. We take great pride in our school family ethos which in turn encourages respectful and happy children to grow into respectful and happy young adults.

**Hate Crime: Anti-bullying strategies/Online Safety /Anti-racism strategies / Homophobic strategies**

Incidents of racism or hate are not tolerated. These are recorded on CPOMs, promptly investigated and appropriate action in the form of an internal suspension is always taken. The Headteacher is informed immediately and is duty bound to inform the Local Authority by completing the following online form: *Reporting prejudiced based incidents and hate crimes in schools and settings*.

Bullying and racism can sometimes be intertwined. All staff work very hard to make our school a safe place for all, where every child knows that racism, bullying or any hate incited behaviour will not be tolerated.

The best way to ensure this is to build an inclusive school where equal opportunity and tolerance lie at the heart of our ethos and curriculum. This is our aim and we will continue to work through our policies, to establish relationships and behaviours which are based on understanding, compassion and respect for one another.

### **Use of Reasonable Force/Positive Handling**

At times when a child's behaviour presents a tangible risk to him/herself, to other children, to staff or to the fabric of the school, reasonable force will be used to reduce the risk and to maintain safety. All colleagues required to restrict a child's physical behaviour in such circumstances will have undertaken Team Teach training which is refreshed at least every two years. Use of positive handling techniques should be seen as a last resort and used only when all other strategies have failed/are failing to maintain safety. Working in partnership with parents of children with more complex or challenging behaviours, positive handling agreements are completed with parents to ensure the continued safety of the child and others.

For isolated instances of positive handling is recorded. For regular instances of positive handling (e.g. for children with complex educational needs), it is not possible to maintain this level of recording. In such cases, and with the Headteacher's express consent, a running record of physical intervention will be maintained by identified key staff. All instances of positive handling, except where there are specific arrangements in place for a child with complex needs, are reported to the parent/carer along with full and detailed context. A written record of what is said to the parent/carer and any response made is kept on CPOMs.

### **Screening and Searching Pupils**

Although unlikely at primary level, school staff retain the right to screen and search pupils where they believe they are attempting to bring dangerous items into school.

Any member of staff who believes that a child is attempting to bring a dangerous item into school should seek the support of a senior leader, ideally the Headteacher before screening or searching. All screening/searching must be done respectfully, with more than one adult present and in a manner that keeps the child fully informed of each stage of the process. Physical contact should remain minimal (e.g. an instruction to turn out trouser pockets rather than turning out trouser pockets for the child). The Headteacher retains the right to refuse entry into our school to any pupil believed to be bringing dangerous items into school who does not allow screening/searching to take place.

Further information and advice can be found at the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

## **Discipline Beyond the School Gate**

All aspects of this policy apply to all elements of curriculum / routines within the school, for example: school visits (including residential visits), activities outside of school led by school staff, events within the school grounds outside of school hours or run for/on behalf of the school (e.g. Winter Wonderland, Summer Fair) extra-curricular provision (e.g. Breakfast Club) and extra-curricular interest clubs before, during or after school.

Exclusion regulations do not apply to extra-curricular activity. The school retains the right to remove a child from extra-curricular activities if his/her behaviour puts self, other children or adults at risk or if the behaviour damages or could lead to damage to the reputation of either school.

The school retains the right to carefully consider access to extra-curricular activities for a child where his/her attendance would put the child or others at risk due to challenging behaviours. As the majority of interest clubs take place after school, the capacity to provide additional staff to support such activities could only be made available if specifically requested as part of an EHCP for a child with Special Educational Needs. The school cannot use its main delegated budget to provide additional support for extra-curricular activity unless specifically stipulated in a child's EHCP.

On rare occasions when an act of indiscipline outside of school leads to the damage or perceived damage to the school's reputation and the child is identified as a pupil (e.g. when wearing uniform), the school retains the right to use sanctions as set out in this policy. Parents/carers should be involved in all such cases and the matter would usually be dealt with by the Headteacher. All such decisions are taken by the Headteacher only and consider the school's equalities scheme, the Equalities Act 2010 and the SEND Code of Practice.

## **External Support**

Hampton works collaboratively with a number of external agencies including Specialist Teaching and Learning Service, Kent Educational Psychology Service, Speech and Language Service and Virtual School Kent for children in care to further develop strategies facilitating positive relationships and experiences in school.

## **Complaints**

Every well-governed and well-managed school will from time to time, deal with complaints from parent and/or carers, school neighbours and others. Teachers and Governors know that most parental concerns and complaints are resolved informally by school staff. Relatively few complaints lead to a formal process, but where they do, our Governing Body must ensure that proper procedures are in place, are publicised, understood and followed. (Please reference our complaints policy – available on the school website).