Newark Flying High Academy

Positive Behaviour Policy

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Creating a positive behaviour culture

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1.0 Policy aims and objectives

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on Empowering Everyday Excellence for all. We aim to create an environment in which everyone feels happy, safe and secure.

Lovers' Lane Primary and Nursery School is committed to the emotional, mental health and well-being of our children, staff and parents/carers. We wish to ensure that all aspects of school life provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum but also plays a critical role in ensuring that the school is a safe environment for all pupils.

Our behaviour policy seeks to ensure that as a school we have:

- High expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- Everyone is supported in managing pupil behaviour through consistent implementation of the policy.
- Measures in place through both general and targeted interventions in order to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with SEND as required.
- A clear set of values, explicitly taught, that guide and support positive behaviour.
- Behaviour that does not disrupt teaching, learning or school routines and where it is, proportionate action is taken to restore acceptable standards of behaviour
- Members of the school community who create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- Incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

2.0 School Vision

At Lovers' Lane Primary and Nursery School we seek to Empower Everyday Excellence.

Our vision is to be a school unique to the community we serve that 'Empowers Everyday Excellence' in all that we do by developing a culture of exceptional standards, care, inclusion and a relentless drive for sustainable, continuous improvement.

Our vision is more than a statement. It's a daily commitment to helping every child be the very best they can be, in every aspect of their school life.

We strive each day to create a nurturing and inspiring environment where every child's voice is heard, every learner is valued and all pupils thrive academically, emotionally and socially. Together, we want to truly make every day count for all the pupils in our school.

3.0 Promoting and Teaching Positive Behaviour

Everything we do as a school is about how we can promote our vision and empower every member of the school community to be excellent each day. Therefore, we believe that promoting and empowering excellent behaviour starts with positive relationships – building, maintaining and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

They need to have plenty of opportunities to experience success and need to be aware that if they do not behave appropriately, they will be shown unconditional positive regard and will be consistently and fairly treated. Therefore, it is important to focus on positive behaviour strategies and our behaviour policy and practice reflect this.

At Lovers' Lane, we believe in and practice, a relationship-based approach to understanding behaviour. All staff are trained in this approach (see Appendix 1).

This approach is underpinned by three key principles:

- **Unmet Needs:** Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem.
- **Individual Influences:** Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop eg. their family, community, school
- **Relationships:** Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

In order that we provide opportunities for children to learn positive behaviours; **unconditional positive regard** is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, 'we make the weather' and it is up to us to ensure that all children feel safe and happy.

3.1 School Values
To support the teaching of behaviour, we have a clear set of shared values that are explicitly taught to guide pupils' behaviour and promote positive choices. All of our values are underpinned by our Vision of 'Empowering Everyday Excellence'.

Our school values are:

- Kindness
- Responsibility
- Integrity
- Resilience
- Courage
- Pride

All of our school values align with our school rules. Children will be rewarded based on these values using the school rules as a prompt.

Our school values are taught and linked throughout our curriculum.

3.2 School Rules
Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. This is why we have a clear and consistent approach to behaviour throughout the whole of our school. This drives our school approach to behaviour where we have high expectations for all our pupils.

This is implemented through the consistent narrative of our three school rules. These simple rules have been drawn up and agreed by all members of the school community; everyone in school is expected to follow these. The children are reminded of them frequently and parents/carers are given a copy when their child first starts school and reminders are sent out throughout the school year. Our "School Rules" are displayed in every classroom and around school.

Our "School Rules" are as follows:

- Behave Safely
- Behave Respectfully
- Behave to Learn

3.3 Establishing our School Rules

Each class has a poster clearly displaying the school's rules and reminders are given where they have not been followed. We establish our school rules in the following ways.

1. Behave Safely

2. Behave Respectfully

3. Behave to Learn

3.4 What this looks like throughout the school day

3.4.1 Start of the school day
All staff are out and on the playground by 8:40am at the latest.
Bell is rung at 8:45am.
Pupils should walk into school in silent. Whole school expectation is that pupils get a reading book out and begin reading straight away. There should not be walking around the classroom and classrooms feeling chaotic. This provides consistency but also a calm start to the morning. Teacher is able to take the register and listen to pupils read.

3.4.2 Behaviour in lessons

3.4.3 Entering and exciting the classroom
As per school rules, movement around school should be in silent.

3.4.4 Break and lunch times

3.4.5 Dinner Hall

3.4.6 Assemblies

3.4.7 End of the school day

3.4 Rewarding Positive Behaviour
At Lovers' Lane, our school rules act as the expected standard for all pupils. However, it is a firm belief at Lovers' Lane that children should be acknowledge for where their behaviour has gone <u>above and beyond</u> in displaying our school values.

Therefore, rewards are always linked to our school values and are given where a pupil has gone above and beyond in displaying one or more of the school values. This positive recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and our wider school community. A reward, once earned, is never be taken away from a child.

At Lovers' Lane, rewards take place in the following way:

- Dojo Points
- Weekly Celebration of Values Assembly
- Whole Class 100 points
- Golden Letters at the end of each term

It is also important to remember the value and impact of simple, everyday recognition, such as:

- Verbal praise and smiles
- Visit Headteacher
- Talking to parents/carers to praise behaviour

Dojo Points
Pupils will receive individual dojo points for going above and beyond in behaviour relating to the schools' values and expectations. A child should not receive more than one dojo point at a time.

- 50 dojos - certificate given to them by the class teacher.
- 100 dojos - certificate given to them by the headteacher.
- 150 dojos – certificate presented to them in Celebration of Values assembly.

Celebration of Values Assembly
Two children from each class are awarded a 'Celebration of School Values' certificate presented in a celebration assembly each Friday. Certificates focus on pupils who have gone above and beyond in displaying one or more of our school values.

Whole Class 100 points
These are bespoke to the class and decided with the children beforehand. They are designed so that the class know that they are being rewarded for working hard as a team and displaying our school values. The children are working towards a whole class reward on the school site and during the school day.

Golden Letters at the end of each term
At the end of each term, two pupils from each class will receive a golden letter for consistently going above and beyond in displaying our school values over the course of the term. This is presented to them in our celebration assembly.

4.0 Responding to Challenging Behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are at climax point, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see appendix 3 and 4). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child does not escalate the situation – the child needs to be given time and space.

However, it is recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff and parents/carers support one another for the benefit of the child. At all times when dealing with challenging behaviour, staff will display unconditional positive regard towards the children in order to support them and help them to move forward.

4.1 Stepped approach for lessons

During lessons, a stepped approach is used to address negative behaviour. This approach allows pupils time to reflect and modify their actions, with minimal disruption to teaching and learning.

4.2 Supporting pupils with challenging behaviour

For pupils who need extra support with their behaviour we have a Restorative Support Plan, designed to support pupils, parents/carers and staff.

A Restorative Support Plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a personalised plan, in line with the school's policy.
- A meeting between the class teacher and Inclusion Lead to agree actions and targets to be set, with a clear timeline e.g. referral to external agencies, pastoral support plan, SALT.
- Planning provision with appropriate external agencies
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents/carers and the child.
- Risk Assessment if required where the use of restrictive interventions need to be considered as a last resort where behaviours could be considered harmful to the child and others

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members as well as the school learning environment.

The Restorative Support Plan combines a risk assessment if a pupil's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of other members of the school community, and where implementation of the school behaviour policy so far appears to have had little or no remedial effect.

4.5 Escalated Behaviour

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying.

In this case, the teacher or TA will request the support of the Head Teacher (or another member of SLT) straight away. The Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

4.6 Sanctions

At Lovers' Lane, we promote the use of 'natural consequences' – with the support of a trusted adult, these can help children to learn from and change their behaviour. Some examples are:

- Repairing damage to property
- Completing missed work in a playtime. If missed playtimes are happening repeatedly, the teacher needs to consider what the deeper issue is, and this will be carried out alongside the senior leadership team and SENCO.

4.7 Staged Restorative Approach to Challenging Behaviour

Stage	Strategy	Approach/Action
1	1st, 2nd and final reminder	Reminder of the rule that has been broken and thank children who are following the rule(s). Return positively to the task. 1:1 Direct restorative conversation(s) with the child inside the classroom. Adults explain why the rule has been broken, explaining positively how the rule should be followed.
2	Time out	10 minutes reflection time in a partner class. This is limited to 10 minutes. On returning to the classroom, a restorative conversation should take place (see Appendix 2). A phone call is made home by the class teacher to inform the parents/carer that their child had to spend some reflection time in another class and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. Child to spend 10-minutes reflecting on their behaviour during their next break/lunch.
3	Headteacher/SLT	This is for the remainder of that lesson/session. A phone call is made home by the class teacher to inform the parents/carer that their child had to spend some reflection time out of class and reasons for this. Invitation for parents/carers to meet, but this is not an expectation. Child to spend 10-minutes reflecting on their behaviour during their next break/lunch.
4	Behaviour continues to escalate after above actions	Follow up meeting with family, SENDCo and member of the SLT – record on the behaviour monitoring system. Potential Internal suspension (up to one day the following day **in school** away from peers with the Headteacher/Deputy Headteacher). Parents/carers informed by the Headteacher. Class Teacher: Develop personalised plans in collaboration with parents/carers and the SENDCo. This may include a: • SEND Support Plan • Restorative Support Plan
5	Relevant External agency support	Class Teacher: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers, Inclusion Lead and external agencies as part of a Team Around the Child approach at least half termly.
6	Fixed term suspension	Between 1 – 5 days issued by the Headteacher in collaboration with the Governing Body and the Flying High Partnership. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. Restorative Support Plan reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school. Behaviour Lead, SENDCo and SLT to monitor.
7	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the Flying High Partnership.

Please note: While the stepped approach is the standard to managing most behaviours at Lovers' Lane Primary and Nursery School it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone involved.

5.0 Lunchtime Behaviour Procedures

The School Rules apply at lunchtime just as they do at other times.
Actions will vary from those in the classroom as the environment is different.

Challenging behaviour (in line with the staged approach)

1. Quiet word
2. Two minutes time-out (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, Midday radios for a member of SLT.

They will speak to the child about their behaviour:
(a) the reason for the behaviour
(b) the impact of the behaviour on others
(c) how can the child move forward when they return to the classroom? (repair)
And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour continues to be challenging, midday radios for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the midday will request the support of the Head Teacher straight away. The Headteacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

Hall duty

- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The 4 steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

6.0 Recording Significant Behaviour Incidents

At Lovers' Lane, we will record and log a behaviour that is significant on CPOMs. We define a significant behaviour incident as behaviour that substantially disrupts learning, poses a risk to the safety or wellbeing or children or staff, involves discriminatory or abusive language or conduct, results in harm or injury or requires intervention beyond standard classroom management.

The following behaviours are regarded as significant incidents and will, therefore, be recorded, though this list is not exhaustive.

1. Reaching step 5 of the behaviour steps where intervention from the Headteacher/SLT is required.
2. An incident that involves immediate intervention from SLT.
3. Any incident that is classed as a behaviour based around the protected characteristics, such as bullying, child on child abuse and sexual violence. The protected characteristics are:
    - Disability
    - Race
    - Gender
    - Religion
    - Aage
    - Marriage
    - Pregnancy
    - Sex
    - Sexual orientation
4. Any behaviour incident involving children who are already logged on CPOMS for safeguarding reasons e.g. Child in Need, Child Protection.

Please note: Where a low-level incident can be dealt with by the teacher, in line with the Behaviour Policy and the restorative staged approach, the negative behaviour can be addressed and does not need recording – this would not be classed as a significant behaviour incident.

6.1 How to Record Significant Behaviour Incidents

1. Select behaviour category and choose the appropriate subcategory.

2. Reports should be written as follows

In the incident section:

- School rule broken: behave safely/behave respectfully/behave to learn
- Factual details of the incident only (including any witnesses and victims)

In the action section:

- Details of any actions taken.
- Confirmation that all parents/carers have been informed and details of the conversation.

Example of how to record an incident

In the incident section:

School rule broken: behave safely/respectfully

At 12:25pm on the playground during lunchtime, an argument began between Pupil A and Pupil B over whose turn it was to use the football. According to Pupil B and Pupil C and Pupil D who witnessed it, the disagreement escalated and Pupil A hit Pupil B once on the left arm with an open hand. Pupil B was seen holding his arm and appeared upset. At this point, Pupil C and Pupil D went to tell a midday supervisor what had happened.

Pupil C and Pupil D confirmed witnessing the incident from approximately two metres away. Lunchtime staff separated both pupils and brought them to Staff member name (Staff member role) at 12:28pm.

In the action section:

Both pupils were spoken to by Staff member name (Staff member role) individually to establish what had happened. Pupil B confirmed that Pupil A hit him once on the left arm. Pupil C provided the same account as a witness.

Pupil B was checked by a first aider and reported no injury; no first aid was required.

At 1:10pm, the Staff member name (Staff member role) contacted both sets of parents.

Pupil B's parent was informed of the incident and stated they were satisfied that it had been dealt with in school. Pupil A's parent was informed of the behaviour, and they confirmed they would speak with Pupil A at home about appropriate conduct during play. They were made aware that Pupil A would receive a half day internal suspension (see letter attached) and that this letter would be emailed to them.

7.0 Pupils with SEND

At Lovers' Lane we recognise that children's 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 child'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 child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

7.1 Adapting sanctions for children with SEND

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

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.2 Considering whether a child displaying challenging behaviour may have unidentified SEND

At Lovers' Lane, the school's special educational needs co-ordinator (SENCO) will evaluate a child 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 external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Restorative Support Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

6.3 Children with an education, health, and care (EHC) plan

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the

behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan. For further information please refer to our SEND Policy.

8.0 Minimising the Need for Restrictive Intervention, including the use of Reasonable Force

Lovers' Lane is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty, or freedom of action.

All interventions must be necessary, reasonable, proportionate, and the least restrictive option available. Staff will always prioritise de-escalation, prevention and positive behaviour support to minimise the use of restrictive practices.

8.1 Definitions (Aligned with DfE Statutory Guidance, April 2026)

Restrictive Interventions: Any physical or non-physical action that prevents, restricts, or subdues the movement of a pupil (whole body or part of the body).

This includes:

- **Reasonable Force** – Using no more force than is necessary to prevent harm, damage, or disorder. It is used only when essential to maintain safety.
- **Physical Restraint** – Holding or restricting a pupil's movement, such as holding arms, guiding firmly, or stopping unsafe actions.
- **Non-Force Restrictive Intervention** – Actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit, or removing mobility aids (e.g., crutches).
- **Guided Physical Intervention** – Low-level, non-forceful contact to guide a pupil to safety.
- **Seclusion** – Confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment; it may only be used in emergency situations to maintain immediate safety. Any seclusion must be time-limited, continuously supervised, and used only to manage an immediate safety risk; it must be recorded and reported.

8.2 Minimising the Need for Restrictive Intervention

Lovers' Lane employs proactive approaches including de-escalation strategies, relational support, curriculum adaptation, Restorative Support Plans and environmental adjustments to prevent situations escalating to crisis.

For children with SEND, medical, or mental health needs, the school uses individual Restorative Support Plans, created collaboratively with parents/carers, to reduce the likelihood of restrictive interventions being needed.

8.3 Authorisation of Staff
Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted.

All members of school staff have a legal power to use reasonable force where this is necessary, proportionate and the least restrictive option to prevent injury, crime, serious damage to property, or significant disruption. The Headteacher may also authorise other adults (e.g., volunteers on school visits) to use this power in line with law and guidance.

8.4 Deciding Whether to Use Restrictive Intervention

- When considering use of restrictive intervention, staff must apply the following principles:
- Is there an immediate risk of harm to the pupil or others?
- Is the intervention necessary and proportionate?
- Is this the least restrictive option available?
- Have de-escalation attempts been made where possible?
- Are SEND, medical needs, trauma, or communication differences relevant to the behaviour?

8.5 Using Reasonable Force and Other Restrictive Interventions
If restrictive intervention is necessary, staff must:

- Use the minimum force or restriction required for the shortest possible time.
- Avoid actions likely to cause injury unless there is no alternative to prevent serious harm.
- Seek support from another adult whenever possible.
- Continue to communicate with the child throughout the incident.

8.6 Recording and Reporting
The school will record and report in line with:

- The Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 (in force 1 April 2026) for any seclusion or restraint (see Appendix 3)
- DfE statutory guidance (April 2026) under s93A Education and Inspections Act 2006 for each significant incident involving the use of force.

Parents/carers will be informed as soon as practicable:

- All seclusion incidents.
- All restraint incidents (physical or non-physical).
- All significant incidents involving use of force.

This includes:

- Blocking or restricting movement.
- Directing or steering a child where freedom of movement is restricted.
- Removing mobility aids.
- Any restraint technique.
- Any incident that results in notable distress to the child.

Records must include the rationale, actions taken, level of risk, pupil voice and post-incident actions. Patterns will be analysed by senior leaders and governors to ensure safe practice.

8.7 Post-Incident Support
Lovers' Lane will ensure that pupils and staff involved in a restrictive intervention receive timely emotional, physical and relational support. Children will be given an opportunity to express their views.

8.8 Training
Staff identified as likely to need to use reasonable force will receive appropriate training covering the law, prevention and de-escalation, with regular refreshers.

8.9 Oversight and Governance
The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use.

9.0 Bullying and 'relational conflict'
Lovers' Lane and Nottinghamshire Local Authority use the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

At Lovers' Lane, we use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental.

Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings.

At Lovers' Lane we monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

10.0 Monitoring and evaluating behaviour

At Lovers' Lane, the Inclusion Lead and the Senior Leadership team will analyse data each half term, including significant behavioural incidents, attendance, suspensions and exclusions.

We will also seek perceptions of the school behaviour culture for staff, children and parents and carers throughout the academic year. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010.

11.0 Suspension and permanent exclusion

Suspensions (formerly known as fixed-term suspensions) and permanent exclusions are extremely rare and are only issued in response to serious incidents, or to persistent challenging behaviour which has not improved following in school support, sanctions, and interventions.

Only the Headteacher may decide to suspend (for a specified number of school days) or permanently exclude a child, in line with DfE statutory guidance (Aug 2024). The governing board's role is to consider the Headteacher's decision in accordance with the thresholds set out in the guidance and/or where parents/carers request a review. During a suspension, children are usually not on site; however, they may attend school arranged meetings (e.g., reintegration). The school will arrange suitable education from day 6 of a suspension. The school may also use in school provision (internal exclusion) where appropriate; this is not a statutory suspension.

After a suspension, parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and to reduce the risk of further suspensions or a permanent exclusion.

In line with the latest Department for Education guidance, a permanent exclusion is a measure of last resort, used only when all other reasonable measures have been exhausted. The decision to permanently exclude a child will only be taken by the Headteacher in response to a serious breach or persistent breaches of the school's Positive Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school community.

At Lovers' Lane, we understand that any decision must be lawful, reasonable, and procedurally fair, taking into full account the school's statutory duties under the Equality Act 2010 and towards children with Special Educational Needs and Disabilities (SEND).

Following a permanent exclusion, the school will notify parents/carers, the local authority, and (if applicable) the child's social worker or Virtual School Head without delay. The governing board will meet within 15 school days to consider reinstatement. After the meeting, the governing board will notify parents/carers, the Headteacher and the local authority in writing about their decision and the reasons behind it. If the permanent exclusion is overturned, the child will be reinstated. If the exclusion is upheld, the written notification will confirm the permanent exclusion and inform parents/carers of their right to request an Independent Review Panel (IRP) within 15 school days of receiving the board's decision. The board will only remove the child from the school admission register after 15 school days have passed without an IRP application or if parents/carers confirm they will not seek a review.

12.0 Use of Alternative Provision

A child may attend Alternative Provision when their behaviour places them at risk of suspension or permanent exclusion, when they require short term support to address behavioural or emotional needs, or when they are temporarily unable to access learning in the mainstream environment.

12.1 Decision-Making and Placement

Decisions to use Alternative Provision are made only after school strategies have been exhausted and in the best interests of the child. Each placement decision considers age, ability, needs, safeguarding and provider suitability. Lovers' Lane commissions Alternative Provision only with registered, quality-assured providers or unregistered providers approved and quality-assured by the Local Authority. Alternative Provision is not a substitute for a special school place, and every placement includes a clear transition plan reviewed with parents/carers.

12.2 Expectations for Behaviour in Alternative Provision

Children placed in Alternative Provision remain subject to the school's Behaviour Policy. Alternative Provision providers are expected to reinforce behavioural expectations, provide structured and supervised learning, and support children in regulating their behaviour and remaining engaged in education.

12.3 Monitoring and Oversight

Lovers' Lane retains responsibility for the child's welfare, progress and safety throughout their placement. Staff maintain regular communication with providers, monitor attendance, behaviour and progress, and ensure safeguarding standards remain consistently high.

12.4 Reintegration

Every Alternative Provision placement includes a planned reintegration created in collaboration with the provider, external agencies where appropriate, and parents/carers. Support may include pastoral input, curriculum adjustments and phased reintegration into mainstream education.

12.5 Relationship with Suspensions and Exclusions

Alternative Provision may be considered as an alternative to suspension or permanent exclusion where appropriate and in the best interests of the child. The DfE recognises off-site direction and Alternative Provision as valid behaviour management tools.

13.0 Transition

At Lovers' Lane, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children 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 child is transferred to relevant staff at the start of the term or year.

14.0 Staff Support

At Lovers' Lane, we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Flying High Partnership support available
- Staff and INSET training
- External Agency support and advice

15.0 Who this policy is for

This policy is for all children, staff, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

16.0 Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. For more information, please refer to our Equality Policy.

17.0 Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern.

We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

18.0 Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

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

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

19.0 Complaints and allegations

Our school aims to be fair, open, and honest when dealing with any complaint. We consider all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved. For further details please refer to our Complaints Policy.

We will also make clear to pupils that they have a right and are able to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

20.0 Policy links

This policy links to the following policies in school:

- Relationships, Sex and Health Education
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding
- Physical Intervention
- On-line safety (including Social Media)
- Child on Child Abuse
- Teaching and Learning
- SEND
- Staff Handbook

Appendix 1: Fifteen Things to Build Relationships - Tips for Staff

- Be who you needed when you were at school. Every child needs a champion.
- Make regular deposits into the positive bank
- Know your children well and allow them to know you well.
- Difficult child or child with difficulties?
- Separate the deed from the doer.
- The best apology is changed behaviour.
- Catch them getting it right more than you catch them getting it wrong.
- Magnify strengths rather than weaknesses.
- Strike when the iron is cold.
- We learn to care by being cared for.
- Smile at children, it's good for you both.
- There is always a solution – you need to give your time to find it.
- Never assume you deserve respect – you must earn it.
- Calm begets calm.
- Sometimes the child knows best!

Appendix 2: Restorative Questions

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

You may choose to have these questions on lanyards for all staff to refer to when dealing with incidents. Schools have also developed a simple form with these questions on for children to complete as part of reflection time.

Appendix 3 - Restrictive Intervention Recording Form

This form complies with the Schools (Recording and Reporting of Seclusion and Restraint) (England) Regulations 2025 and the DfE Statutory Guidance "Restrictive Interventions, including the use of Reasonable Force, in Schools" (April 2026).

1. Incident and Child Details

Name of child	
Year group and class	
Date, time and location of incident	
Name(s) of staff involved and role(s)	
Witness or directly involved?	
Details of other children involved	

2. Type of Restrictive Intervention (tick all that apply)

Seclusion	☐
Physical restraint	☐
Non-force restraint (blocking, directing movement, preventing exit)	☐
Removal of mobility aids	☐
Guided physical intervention	☐
Significant use of force	☐

3. Incident Details

Incident description (factual, objective)	
De-escalation strategies attempted	
Rationale for restrictive intervention	
Nature and duration of intervention	
Impact on child (distress, emotional/physical response)	
Any injury to staff or children and first aid provided	

4. Child Voice

Record how the child felt, their views on what happened, and any follow up discussion.

5. Post-Incident Support and Review

Support provided to child	
Support provided to staff	
Adjustments required to the child's behaviour plan or risk assessment	
Was another adult present? (Yes/No and details)	
Information shared with other staff/agencies	

6. Parent/Carer Notification

How and when were those with parental responsibility informed?	
Outcome of discussion with parents/carers	
Any complaint logged as a result of this incident	

7. Completion and Review Sign-Off

Staff member completing form – Name & Signature	
Date of completion	
Senior Leader Reviewer – Name & Signature	
Review Date	
Actions required following review	