

Cupernham Infant School



“Together We Care, We Learn, and We Achieve”

Behaviour Policies & Guidance

Includes:

- general behaviour policy,
- use of restrictive physical practice
- antibullying policies

Status:	Current	Approval Level:	FGB
Review Frequency:	Annual	Author/Role:	Headteacher
Date First Written:	June 2023	Date Last Approved:	May 2026
Date of Next Review:	May 2027	Statutory:	YES
Source:	School DfE Guidance	Any Changes:	Updated DfE – Use of Reasonable Force

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Behaviour Policy

Rationale

Cupernham Infant School is an inclusive school that is committed to protecting everyone's rights to feel safe, value and respected. We strive for a school community that fosters mutual respect and trust for all members.

Positive behaviour and attendance are the foundations for effective learning and are vital to creating an environment in which children can thrive in all aspects of their development.

We do not leave this to chance and the aim of this policy is to outline our expectations for behaviour and provide guidance in nurturing and developing a culture of positive behaviour throughout the school and our community.

Three key documents contribute to this policy:

- The **behaviour policy** contains information about processes and systems used to promote positive behaviour and guidelines for behaviour management within the school. It contains procedural information for staff and parents when behaviour concerns are raised and outlines specific approaches used in these situations. It includes information related to the use of restrictive physical intervention.
- The **Restrictive physical intervention policy** outlines when and how physical intervention can be used as a behaviour management strategy within the school
- The **anti-bullying policy** focuses specifically on bullying behaviour; defining key concepts and outlining processes for preventing and managing this behaviour within Cupernham Infant school.

Aims

The aim of these policies is to set the expectations for behaviour within the school community. It is our intention that the principles and philosophy which underpin this policy become deeply embedded within the culture of Cupernham Infants.

This means adults in the school will:

- have positive expectations of children's behaviour and always speak to the child in a positive manner;
- show children, by example, how to treat others with tolerance and courtesy and to move around in a calm and controlled way;
- work to develop relationships between the child, the parent and any member of staff;
- emphasise positive behaviour management strategies such as praise and rewards
- help to raise children's self-esteem by valuing their varied contribution to school life;
- support all children, regardless of difference and need, to be able to demonstrate positive behaviour and thrive in the learning environment with their peers;
- create an ethos of listening to pupil concerns, and respond to individual needs;

- encourage children to develop concepts of fairness and compromise in playground activities;
- help children to develop appropriate ways of dealing with conflict by encouraging discussion and allowing children to express their feelings;
- match the curriculum to the pupils' needs;
- ensure that expectations and procedures are clearly understood;

Policy Development

This policy has been developed in collaboration with staff, governors and parents and has taken pupil voice into account.

The content is informed by the following documents:

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- The governor written statement of behaviour principles

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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.

Teachers and 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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, whilst 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.

The Cupernham Infant School Rules



At Cupernham Infant School,
we are:

Ready, Respectful & Safe

1. Be **ready** to learn and show pride and staying power in your work.
2. Be **respectful** towards everyone, towards property and the school environment
3. Be **safe** and make the right choices, both in and out of school



“We are Ready, Respectful, Safe”

Cupernham infant school has three school rules based on the philosophy of “treat other people as you would like to be treated yourself”:

1. I will be ready to learn and show pride and staying power with my work

This means: Children are ready for learning, they arrive at school on time, they have the correct uniform, they have their equipment ready, they show that they are listening and their minds are ready to try their very best.

2. I will be respectful towards everyone, towards property and the school environment

This means: Children are listening when others speak and they respect the property of their friends and the school. They respect that other people have different ideas, beliefs and backgrounds to our own. They respect that people may look different and have different needs but we all feel the same emotions.

3. I will be safe and make the right choices both in and out of school

This means: Children are safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part. They move around school in a safe manner, they follow instructions to keep themselves safe, they use equipment safely, stay safe online and make safe choices in our community.

Promoting the school rules

All aspects of the behaviour policy are encompassed by these three statements.

The Cupernham school rules are displayed in classrooms and around the school, including the playground and school hall, to provide a visual reminder of the behaviour expectations.

Our approach to behaviour management at Cupernham Infant School goes beyond a simple enforcement of rules. Every interaction between adults and children is underpinned by our core belief in these rules. Staff will work to make behaviours linked to these rules explicit by highlighted examples of positive behaviours - noticing and commenting when children are demonstrating readiness, respect and safety in specific classroom and playground situations.

These rules are also used as question prompts to scaffold children’s understanding of positive behaviour and reflect on their own behaviour. For example: “Are you **ready** to learn?”, “Are you being **respectful**?” and “Are you being **safe**?”

The school takes a developmental approach to embedding the school rules within the classroom:

- In Year R (Foundation Stage) there is great emphasis placed on working together to create a secure, happy and calm learning environment with clear routines and expectations. Personal, Social, Emotional Development is central to the Foundation Stage, particularly in relation to boosting self-esteem and expression whilst learning together co-operatively.
- In KS1 there is an emphasis rewards and sanctions, with increasing emphasis on encouraging children to take responsibility for their own behaviour. As children mature, they have a greater appreciation of the consequences of actions for themselves and for others. They also have greater opportunities for taking class responsibilities.

Outside of the classroom, the following approaches are used to embed the school rules in the playground and at lunchtime:

- We expect all children to behave in a positive and courteous manner towards each other and all staff who support them at play
- There is a member of staff on duty who will ensure that playground equipment is used safely and that the children take responsibility for equipment (a rota system may be used as necessary)
- Children understand that they must not leave the playground without asking an adult on duty
- Children are reminded not to play any game that puts themselves or others at risk
- Children line up quietly when they see staff signalling them to stand still and listen, collecting and clearing away any equipment. They walk calmly in as directed by staff.
- If there is an accident in the playground, duty staff may send a child in for assistance (the majority of support staff are trained first-aiders)
- Midday Supervisory Assistants (MSA's) ensure that the children enter the lunch hall calmly. On entering the hall, children either line up for school dinners or find a space at their table.
- Children show respect for others in how they eat and use cutlery properly. They clear all waste away and raise their hand to ask to leave when finished.
- Children are directed by MSAs in clearing away and going out to play.
- Information is shared between MSA's and teaching staff to ensure continuity and consistency of support.
- Stepped sanctions (see below) will be used where needed to ensure that any inappropriate behaviour is consistently and proportionately responded to
- All staff are responsible for recording behaviour incidents using CPOMS.

Roles within the school that promote a positive behaviour culture

There are several roles within the school that aim to promote a culture of positive behaviour:

- Playground Pals
- Pupil voice
- Rewards for positive behaviour
- Whole school events such as sports day
- Opportunities for parents/carers to come and celebrate achievements within the school

Positive Behaviour Management

At Cupernham Infant School, we aim to manage behaviour in a fair and consistent manner.

Extensive research and examples of good practice demonstrate the benefits of rewarding positive behaviour over punishing and penalising negative behaviour in creating behavioural self-control and appropriate behaviour for the school environment.

Our focus is on promoting positive behaviour first and foremost with robust and fair sanctions for modifying inappropriate or disruptive behaviour where needed. Children who are happy and motivated at school will take on responsibility for their own learning.

- Setting expectations for behaviour and managing behaviour are the responsibilities of all staff in the school. This should be done through consistent and explicit praising of expected and good behaviour whenever it is encountered, and reminding children of expectations for behaviour whenever behaviour does not match the schools three rules.
- Within the classroom, expectations for behaviour should be consistent and clearly explained, taught, and modelled to the children
- Every adult working with children will encourage good behaviour through modelling positivity and demonstrating respect for all
- Praise and encouragement should be at the heart of the classroom ethos so that children become confident in the setting and develop their self-esteem
- Strategies for praise and rewards should be clearly evident and consistent within classroom practice
- The reasons for a reward should always be clear in order for it to have a consistent impact on the child receiving the reward and others in the class
- Whilst it is always appropriate to reward a child whose behaviour has recently improved, care must also be taken to ensure that those children whose behaviour is always good are appropriately rewarded also

Rewards used at Cupernham Infant School:

- Verbal praise (either private or shared with the class)
- Stickers
- Hot chocolate award
- Secret Superstar Certificates
- Postcard/Letters home to parents
- Individual/group privileges and responsibilities
- Housepoints

Behaviour as communication

At Cupernham Infant School we recognise that nobody acts in desirable or appropriate ways 100% of the time. However, we understand that behaviour is a form of communication. The way a person behaves can tell us about what the person needs or wants. The key to understanding the cause of any behaviour it to identify the causes and intended consequences of such behaviour.

We recognise the importance of responding to a child's communication of needs/wants and modifying/shaping behaviour so that children can learn to appropriately communicate their needs and wishes whilst upholding the school rules of **Ready, Respectful, Safe**.

Some examples of behaviour that may be used to inappropriately communicate needs and wishes within the school environment are:

Calling out, refusing an adult, rough play, kicking, hitting, fighting, damaging school property, swearing at a child or adult, or using inappropriate language.

We recognise that children vary in their ability to communicate their needs and wants for many reasons. Please refer to the 'Responding to misbehaviour from pupils with SEND needs' section of the policy for further information regarding supporting the needs of all our learners.

Stepped sanctions

Engagement with learning is always our primary aim at Cupernham Infant School. For the vast majority of our learners a gentle reminder of the three school rules is all that is needed. However, Cupernham Infant School believe in the use of stepped sanctions to respond to persistent inappropriate or unsafe behaviours in a proportionate and consistent manner. The following approach is taken from the work of Paul Dix (Behaviour Specialist and education advisor) "When Adults Change Everyone Changes". These should be applied consistently across classroom and playground settings.

1. Numerous '**drive bys**' to have taken place before stepped sanctions – this is when the class teacher or additional adult regularly recognises and praises positive behaviour.
2. **A non-verbal reminder** – such as a gesture or facial expression used to discretely highlight the behaviour and offer the child to reflect and modify their own behaviour
3. **A quiet verbal reminder** – a verbal prompt related to the school rules (e.g. "are you ready to learn?") which encourage the child to modify their own behaviour
4. **A private verbal warning** – adults to highlight the specific behaviour, identify the unmet need and reflect this back to the child with a prompt for an appropriate way to meet that need (e.g. "do you remember when.....? That's the behaviour I expect from you".)
5. **Time out within the class/playground** (moved places) – the adult should identify and describe the behaviour and explain the rationale for moving the child within the classroom/playground and the duration of this move (e.g. I have noticed you use rude words. You are breaking the school rule of being respectful. You will now go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.")
6. **Time out with a partner class** (within the year group) **or away from the playground** – as above, the rationale and duration of this consequence should be explained to the child.
7. **Informal contact with parents** (where appropriate) – this provides an opportunity to further understand the causes for behaviour and for a consistent approach to manage behaviour at school and at home.
8. Class based behaviour plan – shared with parents by the class teacher and Phase leader.
9. Report to Phase Leader relevant SLT member – a phone call home or a meeting after school will be arranged to discuss the incident and ways forward.
10. Refer to Headteacher/Deputy Headteacher – they will contact parents or both sets of parents by telephone
11. **Formal contact with parents** (where appropriate) – The Headteacher or Deputy Headteacher will arrange a formal meeting with you in school to discuss the incident and plans moving forward.

12. Individual behaviour report - this is when a child may need an enhanced and personalised approach to behaviour modification. At times there should be a clear understanding of behaviour expectations and the consequences for praise and sanctions.
13. **Follow LEA exclusion procedures** (if and where appropriate) - Click [here](#) for details

The use of sanctions will be documented on CPOMS to allow a comprehensive record of behaviour including the contexts in which these behaviours occur and the strategies used to modify behaviour.

A member of the senior leadership team will regularly review CPOMS data to identify patterns in behaviour and provide appropriate further support as required at the earliest opportunity.

Responding to misbehaviour from pupils with SEND

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 such as:

- 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) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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 to create the plan and review it on a regular basis.

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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Serious incidents

This type of behaviour may include:

1. Continued and deliberate defiance
2. Fighting or deliberately hurting others
3. Running out of the classroom and/or off the premises
4. Deliberate damage to equipment
5. Abusive language
6. Actions which are deemed to be dangerous to self or others

In the unlikely event of 'serious incidents', the safeguarding policy will be implemented with immediate effect to ensure that all children and adults are safe.

A member of the senior leadership team should be informed at the earliest possible opportunity and should be recorded on CPOMS.

The Headteacher, or Deputy Headteacher reserve the right, if appropriate, to override the structure outlined above and may: a) inform parents directly in the event of unacceptable behaviour b) take immediate steps to safeguard others such as withdrawal from groups, activities, sporting events etc.

Restorative practice

If behaviours persist or are not addressed using the stepped sanctions, the principles of restorative practice will be implemented to encourage self-reflection and conflict resolution; allowing the child to learn from their own behaviour and find a constructive way forward.

The restorative conversation will take place between the involved child/children and a trusted adult. The following 5 questions should be used to encourage self-discovery:

1. Why are we meeting?
2. Which of the three school rules did you not follow?
3. What were the reasons for you behaving in the way that you did?
4. How did your behaviour impact yourself and/or others?
5. What will you do next time so that you are following the Cupernham school rules?

It is understood that children will need varying degrees of support to answer these questions and it is expected that adults will provide prompts and praise for efforts during these conversations.

Recording behaviour

Any behaviour requiring stepped sanctions should be recorded on CPOMS in the appropriate category. This will ensure that ongoing patterns of poor behaviour might be quickly identified and tackled more readily.

Significant positive achievements should also be recorded on CPOMS. (see appendix 2 for our behaviour log)

The role of parents

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, whilst 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.

Please **do not** use unofficial platforms for raising concerns about your child or another pupil's behaviour.

Involvement of Outside Agencies.

In the case of sustained inappropriate or unsafe behaviour that has not been responsive to stepped sanctions, the school work closely with the Primary Behaviour Support Service and parents to access further support. We may also seek support from our colleagues in Educational Psychology, Speech and Language Therapy and Child and Adolescent Mental Health Services.

Parents/carers will be made aware of any requests for external support/consultation.

Sources of support

Hampshire county council support for parents:

<https://www.hants.gov.uk/socialcareandhealth/publichealth/hampshirehealthineducation/keystages/earlyyears/behaviour>

NSPCC guidance for parents: learning.nspcc.org.uk/research-resources/leaflets/positive-parenting

Young mind support for parents: <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/>

CAMHS - <https://hampshirecamhs.nhs.uk/>

Restrictive Physical Intervention Policy

BACKGROUND

This policy has been created to align with our legal duties, including our obligations under the Human Rights Act 1998 and the Equality Act 2010 and outlines the requirements for recording and reporting incidents where restrictive physical intervention or seclusion has been used. This policy is based on guidance from the Department for Education [Use of reasonable force and other restrictive interventions guidance \(2026\)](#) which **must** be read alongside the model policy and HCC guidance document.

The following definitions inform this policy and how we might support pupils in our setting:

- **Restrictive physical intervention** - a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force:** a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All staff within this setting help pupils to take responsibility for their own behaviour and all behaviour is viewed as a communication. We do this through a combination of approaches, which include:

- Relational practice.
- Trauma informed practice.
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.
- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils
- Develop strategies to support individual pupils based on their identified needs
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers
- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare, and intervention will only be used, when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies.

This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

When can restrictive physical intervention be used

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting. (However, we would not consider restrictive physical intervention or the use of reasonable force to be appropriate unless there was a direct risk of harm to a pupil, their peers or the staff involved as a result of the disorder.)

The decision to use restrictive physical intervention will be informed by the following questions as part of a dynamic, in the moment, risk assessment:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

Who can use restrictive physical intervention

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed above.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including co regulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention, they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

What type of physical intervention can be used

We all have a duty of care towards the pupils in our setting. This applies as much to what we **don't** do as what we **do** do. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via the Hampshire County Council Primary Behaviour Service Team Teach training courses. This training is accredited by the Institute of Conflict Management (ICM).

Seclusion is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. This is an emergency response, and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced, we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

Consideration for pupils with special educational needs and/or disabilities (SEND)

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. We acknowledge the potential triggers that may include:

- Pain / medical needs
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk

through working with pupils, parents and other professionals to develop prevention and de-escalation strategies. Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place. We make use of co-produced behaviour support plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. Our behaviour support plans detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Support plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Recording and Reporting

Our Governing Body (for schools) / Proprietors of our setting (other establishments) ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006).

We complete records as soon as possible after the incident and no later than the same day. We record incidents despite restrictive physical intervention being used in with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

We report each incident of restrictive physical intervention to parents no later than the same day. If we believe that reporting the use of restrictive physical intervention to a parent will place a pupil at risk of significant harm,

we report the incident to either the other parent if there is no risk of significant harm or the local authority via pbs.teamteach@hants.gov.uk with the title RPI Report – Risk of Significant Harm.

We report to parents verbally and then follow up in writing via an email / our internal messaging service / sharing a copy of the record form (delete as appropriate). Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil.

As part of our commitment to working collaboratively with parents we arrange follow up meetings to discuss potential tiggers for behaviour, review the behaviour support plan in place, reflect on de-escalation strategies and what might be done differently moving forward. In addition, we review risk assessments, ensuring that all pupils where there is a risk of the need to use restrictive physical intervention have an individual risk assessment in place.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 we record and report instances of seclusion and non-force related restraint as per the procedure above.

Pupil and Staff Support

We acknowledge that any restrictive physical intervention, including the use of reasonable force may be distressing for both pupils and staff. We ensure that any necessary medical assessment and treatment is sought following an incident. Injuries to the pupil are recorded on the restrictive physical intervention record and the school's accident book, staff report injuries via the HCC online reporting system in addition to the restrictive physical intervention record. [HCC - Report an accident or incident](#)

To support the wellbeing of both pupils and staff we hold de-briefs to facilitate reflection as well as repairing and rebuilding relationships and inform future actions. Where possible a member of staff who was not involved in the incident supports the de-brief process.

Monitoring

Our Governing Body supports our school to comply with this policy and the associated DfE guidance. School leaders and governors / proprietors review incidents of restrictive physical intervention to:

- Identify and implement improvements to policy and practice paying particular attention to situations where the same intervention has been used over a period of time and remains ineffective.
- Identify areas of learning and development.
- Understand patterns of behaviour, triggers and the effectiveness of pupil plans.
- Identify any disproportionate use of restrictive physical intervention in relation to pupils who share protected characteristics, SEN or other vulnerabilities.

These reviews take place at least annually and more regularly if restrictive physical intervention is in frequent use.

Where data is collated, we ensure that we do not over-interpret small sub-groups and appreciate the limitations of our data and what can be inferred from it.

Concerns and Complaints

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher / Proprietor is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances.

Safety and wellbeing of pupils and staff is our upmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention including the use of reasonable force a pupil may accidentally be scratched or bruised. This should not necessarily be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

Antibullying Policy

Rationale for policy

Every person has the right to feel safe and secure in our school. Bullying of any kind is unacceptable. At Cupernham Infant School, we are committed to providing a caring, friendly and safe environment for all our children so they can learn in a happy and secure atmosphere.

This policy outlines the processes and approach to bullying within Cupernham Infant School. The main objectives of the policy are:

- To foster a “whole school approach” to the prevention of bullying where everyone in the school community has a role to play.
- All staff, governors, pupils & parents should have a shared understanding of bullying
- Clear strategies for dealing with incidents of bullying in a comprehensive and consistent manner
- Clear procedures for reporting bullying should be understood and followed to ensure incidents can be dealt with swiftly and consistently
- The incidents of bullying within the school will be regularly reviewed

This policy should be read in conjunction with behaviour, safeguarding, PSHE, and confidentiality policies.

More information and guidance can be found on the KIDSCAPE website.

Definition of bullying

There is no legal definition of bullying. However, bullying is generally defined as ***‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’*** ([Anti-Bullying Alliance](#))

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

Bullying is often aimed at certain groups, for example because of race, religion, gender or sexual orientation or those with special educational needs and disability.

Indicators of bullying

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to or avoiding adults.

There may be evidence of changes in work patterns, reduced concentration or increased absence from school.

There may also be signs of acting out the behaviours that they have been subjected to with increases in bullying behaviours themselves.

All staff; governors and children must be alert to signs of bullying and act promptly and firmly against it in accordance with this policy.

Prevention: The Cupernham Infant School ethos

At Cupernham Infant school we:

- celebrate difference and through our vision statement and curriculum want to ensure children are safe and have all the skills they need to be able to be an effective citizen;
- take the issue of bullying seriously and are committed to its elimination in the school;
- help children to understand the school's definition of bullying and discuss all aspects of the issue with them in an open manner;
- identify opportunities within the curriculum when direct teaching about bullying can take place;
- try to provide children with the personal skills likely to discourage bullying, for example using the growth mindset to develop personal resilience;
- keep abreast of current thinking on bullying and to incorporate new approaches as appropriate. This includes updated concerns related to e-safety and social media;
- involve, as appropriate, parents of victims and perpetrators with a view to finding solutions.

At the start of each school year, pupils will be reminded of the procedure they should follow if they encounter, or are the victims of bullying.

We use our PSHE programme throughout the year, and associated anti-bullying work, to reinforce clear messages regarding bullying to all children.

Our 'whole school approach' to preventing bullying uses the following methods:

- Instilling our vision and school rules in all children and creating a strong sense of school community
- Key lessons, circle time and discussions focusing on themes related to bullying
- Assemblies focusing on values and beliefs
- Posters around the school
- Provision of activities at breaktimes that foster teamwork and friendships and minimise inappropriate behaviour
- Year 2 play leaders
- Buddy systems between year groups
- Discussions in school council
- Timetabled support, including ELSA support for children with identified concerns

Managing bullying

At Cupernham Infant School, we take all forms of bullying seriously and will deal with each situation individually.

Children

Children in the school will be made aware of the following information:

Bullying is behaviour that intends to hurt someone and is repeated over time. It can be physical or emotional. It can include; name calling, hitting, pushing, spreading rumours, threatening or undermining someone repeated. It can be in person or online or on a phone.

If someone is behaving in this way to you or someone else, you should:

- tell the bully that you do not like what they are doing and that if they do not stop you will tell your teacher;
- tell your teacher or an adult you trust;
- stay with others you trust;
- try to ignore them and it will often stop;

When you talk to an adult in the school, they may want to write things down so they can see how often things are happening to you. Try to be clear about what has happened, who was involved, who might have seen what happened and what you have already tried to do about it.

Staff

Staff should take all reports of bullying seriously. We should recognise the bravery of children disclosing potential bullying behaviour and ensure appropriate space and time to fully discuss children's concerns.

The following guidance should be followed:

1. Establish if definition of bullying can be applied to this situation.
2. Talk separately to each party and apply no blame strategy
3. Arrange a face to face if victim is happy for this to happen. The principles of restorative practice outlined in the behaviour policy should be followed. Concentrate on feelings and try to ask accused to come up with a solution including consequences for the behaviour. If the bullying is happening on the playground, consider ongoing adult supervision for an amount of time
4. Contact parents of both sides to tell them what's happening. With respect to their right to privacy, information will not be shared outside of those who are involved.
5. Log incidents and action taken using CPOMs.
6. Arrange to meet both parties again in a few days to ensure reflection and monitor any ongoing concerns

Parents

We recognise that bullying can be very difficult to deal with and emotive for all involved. We believe that the most success occurs when all parties work together to overcome the problem.

If you suspect that your child has been the victim of bullying, we suggest you:

- Monitor possible indicators of bullying such as school avoidance, reduced learning performance, social withdrawal, behaviour changes and emotional distress
- talk calmly with your child about his/her experiences;

- make a note of what your child says e.g. who was involved, how often bullying has occurred, what and where exactly it happened;
- reassure your child that he/she has done the right thing to tell you and explain that it happens to many people at some time or other;
- help everyone to keep a sense of proportion;
- explain to your child that any future incidents should be reported immediately to a teacher;
- make an appointment to speak to your child's teacher and listen to the school's point of view – we may see a different side to the problem;
- try to agree a course of action with the school; remember that our priority is solving the problem, not retribution;
- stay in touch with the school and let them know if things improve or problems continue.

Parents may also find it useful to explore the resources shared at the end of this policy.

It is also possible that a parent has concerns about their child being a perpetrator of bullying. This can happen when children do not know it is wrong, are copying their friends, have not learnt more effective ways to interact with peers, have been bullied themselves, are encouraged by others or are going through a difficult time and expressing negative feelings.

If parents suspect their child is bullying others, they are encouraged to:

- talk with your child about what is happening and make sure he/she realises that it is unacceptable;
- build your child's self-image by giving lots of praise and encouragement, especially when he/she is co-operative or kind to other children
- discuss any concerns with the class teacher or member of senior leadership team to see if they share these concerns and develop shared understanding and management plan
- regularly check how things are going.

Adult Bullying

We recognise that there could be occasions where adults are bullies-adult to child, or adult to adult.

Any incident where an adult bullies a child will be dealt with seriously. This may involve a parent/ carer or a member of staff. Incidents will be investigated by the Head and, if necessary, the Chair of Governors.

Any reported incidents of an adult being bullied by another adult will also be taken seriously, being investigated as above and, if necessary, with union representatives. If proven, appropriate action will be taken following HCC guidelines.

Governors

The governing body supports the school's efforts to combat any bullying behaviour.

They ensure that the school's behaviour and anti-bullying policies are reviewed annually and updated regularly.

They will regularly review behaviour data using CPOMS and monitor the schools ongoing management of behaviour, including bullying.

Concerns and complaints

If a child or parent has a concern about the way reported bullying behaviour has been dealt with, they are encouraged to speak with the staff members involved in the first instance. We also welcome any parent or child to speak directly with a member of the senior leadership team. Our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

Sources of support

The following resource provides additional information and support relating to bullying:

- Advisory Centre for Education - <http://www.ace-ed.org.uk/>
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Family lives: online chat and helpline available to parents <https://www.familylives.org.uk/>
- Childline 0800 1111

Help and advice can also be found through the following organisations:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk/
- NSPCC: www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/
- Childline: www.childline.org.uk/
- Young minds: www.youngminds.org.uk/young-person/coping-with-life/bullying/

Appendix 1 – Behaviour Principles

Cupernham Infant School **Written Statement of Behaviour Principles**

Introduction

Why we have behaviour principles

Section 88 of the *Education and Inspections Act 2006* requires Governing Bodies to have a written statement of behaviour.

This means the Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. This is a statement of principles, not practice. This means this should be a clear written statement of the principles around which the School Behaviour Policy will be formed and followed.

This statement and the behaviour policy will be reviewed on an annual basis, unless changes at national or local level necessitate additional review.

Developing shared behaviour principles

The Governors and Staff at Cupernham Infant School are driven by our vision; ***“Together we care, we learn and we achieve”*** and our values that strive to support and nurture every child to be successful life-long learners and well-rounded, caring individuals. At Cupernham Infant School, we value everyone as an individual, capable of growth, change and development. We believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

The document *‘Behaviour and Discipline in Schools – Guidance for Governing Bodies’ (DFE, July 2013)* has been used as a reference in producing this Statement of Behaviour Principles. In deciding on these Behaviour Principles, the Governors have consulted with parents/carers, school staff and the Headteacher to ensure that the principles are both relevant and appropriate for the school.

In agreeing on our school’s behaviour principles, we are collectively establishing:

- that we have adopted a behaviour focussed curriculum
- that policy is in accordance with the schools responsibilities under equality legislation
- agreement on working together to promote positive and respectful behaviour both in classrooms and around the school;
- a framework for consistently using behaviour strategies, sanctions and rewards

Cupernham Infant School Behaviour Principles

- Every child has the right to learn, and no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Procedures should consider the requirements of the *Education Act 2002* and *Keeping Children Safe in Education (2022)* guidance in relation to safeguarding and promoting the welfare of children.
- Cupernham Infant School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures

to protect children should be set out in the school's Behaviour and Equality policies, reflecting the duties of the *Equality Act 2010*.

- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times including when in the community.
- The fundamental approach is a positive one, drawing attention to and rewarding positive behaviour and mutual respect.
- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the school council (pupil voice) and in consultation with Staff and Parents.
- The school rules should be clearly set out in the Behaviour Policy and displayed around school.
- The school will communicate expectations of behaviour clearly to staff, children and parents.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/negative behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and student. Rewards and sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children.
- Support and assessment from external agencies should be available to support as necessary for pupils who display continued disruptive behaviour. Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Through lessons on the key areas of mental health and well-being, pupils will develop resilience which will impact on their positive learning behaviours.
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff or other adults will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Headteacher to include guidance and clarification for staff
 - a. on their powers to search for banned items (e.g. sharps, fire, cameras etc.)
 - b. to use of reasonable force (make physical contact with children),
 - c. and to manage behaviour outside school (e.g. when taking part in school organised activities, travelling to or from school)
- The Governors expect the responsibilities of children, parents/carers and school regarding behaviour to be agreed to through the Code of Good Behaviour which parents/carers receive on their child's admission to school.

Reviewed by FGB [May 2026] Next Review Date [May 2027]

Appendix 2 – Behaviour Log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS):	