



## **Halwin School**

### *Behaviour Improvement Policy 2025 - 26* *Review September 2026*

This policy will be reviewed annually or before if necessary.

Headteacher: Mrs A Carr	Signed: <i>A Carr</i>	Date: September 2025
Chair of Governors: Mr M Bland	Signed: <i>M Bland</i>	Date: September 2025

The statements within yellow boxes have been agreed across all schools in Crofty Education Trust and are included in each school's behaviour policy.

### **Purpose**

At Halwin School we believe:

- successful learning can only take place when a child feels safe and happy and that building relationships between staff and pupils is a key component of this.
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people
- a school's behaviour policy should be rooted in a positive approach of praise and reward rather than a negative approach. In all disciplinary actions, it is essential the child knows it's the behaviour which is unacceptable and not the child as a person
- that behaviour is a communication and we strive to understand the need of a child.

At Halwin School we aim to establish a school ethos that:

- promotes self-discipline, relationships, understanding and self-regulation
- encourages respect of self and others, regardless of differences
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others
- promotes good behaviour within the school and wider community
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.

### **Leadership and Management**

At Halwin School, behaviour is a shared responsibility across the entire school community. We believe that a strong culture of positive behaviour is built and sustained when all staff consistently uphold high standards and expectations. However, clearly defined roles, systems, and responsibilities ensure accountability and effective leadership.

The Headteacher has overall responsibility for the implementation of the behaviour policy and ensures it aligns with the school's ethos and the expectations of Crofty Education Trust. This includes strategic oversight, resource allocation, data monitoring, and ensuring staff are supported and trained.

Class Teachers and Support Staff are expected to model expected behaviours and implement the behaviour policy consistently and fairly. They build positive relationships with pupils, establish clear routines, and use agreed strategies to promote positive behaviour. They are the first point of response and escalation for minor and repeated issues.

Governors hold the Headteacher to account for the effective implementation of the behaviour policy. The headteacher reports at each LGC meeting on trends and patterns of incidents recorded and shares any reviews and updates to the Behaviour Policy. Behaviour, suspension, positive transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary 'Management Report' shared with the School Improvement Group, a committee of the Board of Trustees.

Dedicated time is allocated in staff meetings and INSETs for behaviour CPD and policy updates.

<b>Definitions</b>	
When read or used in relation to this document and/or the DfE's ' <i>Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, August 2024</i> ' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
<b>Headteacher</b>	Shall relate to the Headteacher, Executive Headteacher, and/or Head of School
<b>Governors/Trust Board</b>	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
<b>Parent</b>	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

## **School Systems and Social Norms**

### **Paul Dix and Relational Practice**

As a school we have been influenced by the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. We follow his 5 pillars of Relational Practice:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Making learners feel important, valued and that they belong

## **Expectations (Ready, Respectful, Safe)**

Ready, Respectful and Safe are the three rules that underpin our Behaviour Improvement Policy.

**'Ready'** - Ready to learn, ready to listen, ready to participate etc.

**'Respectful'** - Respect for themselves, their peers, adults, and our environment.

**'Safe'** - Safe in their learning environment, safe with the people around them, and safe in the activities in which they are taking part.

## **Rights**

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference.

## **Consistent Adult Behaviour**

At Halwin School, we understand that positive, rewarding relationships and excellent standards of behaviour are built on the solid foundations of love and trust. These behaviours are established when adults are uncompromisingly consistent in their modelling and delivery of this behaviour policy.

At Halwin School, adults:

- Meet and greet positively and in a personal way at the start of the day and after breaks and lunchtimes.
- Refer to the Ready, Respectful, Safe (RRS) rules when talking about children's behaviour.
- Use appropriate language and tone.
- Refer to the behaviour and not the child, this allows the child to understand that they have choices about their behaviour – *they* are not the behaviour.
- Use agreed, non-confrontational language when speaking to the children about behaviour choices. (this includes body language and neutral poses)
- Plan lessons that engage, challenge and meet the needs of all children.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past children who are making poor behaviour choices.

## **Positive Recognition**

At Halwin School, we understand that the vast majority of our children will respond well when their efforts and achievements are recognised and celebrated. We have a number of celebration strategies, for example:

- Positive noticing
- Team points
- Stickers
- Discussions with parents
- Given a special responsibility
- Star of the Week Award
- CARE Awards
- Headteacher Award
- Child sent to headteacher or Subject Lead for praise / sticker / note home
- Whole class reward
- Individual reward charts
- Crofty Community Award

## **Sanctions and Strategies to help children improve their behaviour**

There will be times when children behave unacceptably. It is our responsibility to help the children learn from these mistakes and make better choices going forward. Minor behaviour incidents are dealt with within class or on the playground by a member of staff. We have scripts that we encourage staff to use to support them. We

take action when there is unacceptable behaviour. These actions should not be seen as punishments but rather an opportunity to reflect. Individual needs will be taken into account and staff will make a professional judgement based on the child and situation.

The main action is a restorative conversation with the child which will promote enquiry, reflection, resolution and interactive repair. The Restorative Conversation will include these 5 main discussion questions:

- Tell me what happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently next time?

The Restorative Conversation may be easier and more productive if it can take place while doing something else e.g. walk and talk, tidy table/classroom and talk. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. This is a learning opportunity for the pupil, and often for the adult as well.

Sanctions may include:

- Reflection time with an adult,
- Work taken home to complete,
- Working in another classroom,
- Natural consequence e.g. tidying up mess, written or verbal apology to peer
- Conversation / meeting with parents to discuss behaviour
- Behaviour plan
- Internal exclusions – where a pupil spends a period of time working away from their peers e.g. in the office
- Positive Transferred Inclusion – where a pupil attends an alternative Crofty school for a short period of time (normally 1-3 days) to support reflection.
- Managed move – offered to children who may benefit from a ‘fresh start’. After a period of up to 12 weeks, parents and the schools will decide to make this move permanent or return to Halwin School.
- Suspensions or Exclusions

#### **Reporting, Recording, and Monitoring Behaviour Incidents**

Halwin School has robust procedures for reporting and recording behaviour incidents which includes the use of CPOMs.

We analyse incidents to identify trends and reflect on the effectiveness of our policy and approaches. The analysis also identifies where children may require support.

#### **Classroom/Learning Time**

Level 1 - Disruptive behaviour -> reminder(s) of the ‘ready, respectful, safe’ rules (scripted). Time is given to change/regulate.

Level 2 - Disruptive behaviour continues -> Reminder of rules (scripted) and reflection time. Restorative conversation (scripted) to reflect on behaviour (start of break / start of lunch / at home time).

If Level 2 reached twice in 1 day OR 3 times in 1 week – move to Level 3

Level 3 – Significant Behaviour OR Disruptive behaviour continues -> Involvement of headteacher. Removal from classroom if necessary. Parents informed. Behaviour logged on CPOMS. Discussion and agreement of sanctions will take place.

Level 4 – Significant Behaviour OR Disruptive behaviour continues -> Suspension/Exclusion

## Playtimes and Lunchtimes

We have high expectations both inside and outside the classroom. Therefore, the same sanctions will apply with Level 2 behaviour resulting in a restorative conversation and time spent standing with the teacher on duty and Level 3 behaviour will include removal from the playground if necessary. Significant Behaviour will FAST-TRACK to Level 3 or 4

## Incidents between children

There are times when children fall out. We use a restorative practice approach to help children learn, repair, and move forward from these situations, in order to restore the 'balance'. If there is a child who has been harmed in some way from the incident (emotionally or physically) this approach can help them feel that the situation has been dealt with. The adult supports communication between the person 'harmed' and the person who 'caused the harm'. Often most of the children in the incident have contributed in some part to it, so by discussing it, everyone has a voice and has an opportunity to express what happened and how they are feeling. Rather than the focus being on the action, it is focused on the harm caused and how this can be readdressed so everyone can move forward. It helps to promote fairness, responsibility, justice and build relationships.

## Reset & Restore

Dysregulated behaviour may require space/time outside the classroom to aid self-regulation but we will endeavour to minimise missed learning time. A teaching assistant will accompany child to quiet space e.g. library, hall. If TA is not available, a teacher or headteacher will take this role.

- RESET – child uses quiet space to self-regulate / co-regulate with adult if needed. They may wish to use sensory box/room/tent and resources such as ear defenders, blanket etc.
- RESTORE - adult listens and supports child to reflect
- RETURN to learning – in class or in quiet area

## Suspensions and Exclusions

Croft Education Trust and all Croft schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, August 2024*', which is available [here](#).

In extreme cases, Halwin School may use suspensions or permanent exclusion.

**Only the headteacher of the school can suspend or permanently exclude a pupil on disciplinary grounds.**

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion :

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

- Deliberate damage to school property and/or premises.

**Suspensions:** A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the child and parents will be invited to a reintegration meeting.

**Permanent Exclusion:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

**Prior to Exclusion:** Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events;
- consider whether the pupil has any relevant special educational needs;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all alternative solutions have been explored.

**Children with additional needs:** For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

**Notifying Parents and other Parties of a Suspension or Exclusion:** Without delay, the headteacher will notify parents, the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Trust Board will also be informed.

### Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupils total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days. The outcome of the review meeting will be provided in writing, without delay.

### **Independent Review Panels**

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an independent review panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter. Or, within 15 school days of the final determination of a claim of discrimination under The Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

### **Part-Time Timetables**

In line with DfE guidance and Crofty Education Trust policy, part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary, part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. All part-time timetables must be recorded using the Crofty PTT proforma and monitored in line with Trust procedures.

### **Safe Touch and Physical Intervention (Use of reasonable force)**

Members of staff may need to use safe touch or physical intervention to keep children safe and supported in line with the Trust's Safe Touch policy. This includes situations where a child is at risk of harming themselves or others, damaging property, or, in extreme cases, committing an offence. Any use of physical intervention will always be a last resort, used only when all other strategies have been exhausted and it is necessary to protect the child or those around them.

The school and Trust take an evidence-informed and developmentally appropriate approach to safe touch. Where appropriate, and always in the presence of other staff, staff may use safe touch as part of a developmentally informed response to:

- Calm and soothe a child in distress
- Keep a child or others safe from harm
- Affirm, connect with, or gently encourage a child

This is always in line with the Trust's Safe Touch Policy and is never used as a means of control, compliance, or reassurance for staff.

Positive handling, including Team Teach techniques, must always involve the minimum necessary force for the shortest time, while maintaining dignity for all involved. Positive handling, physical techniques are not risk free. There is a possibility that accidental bruising, scratch marks, and other injuries can occur from the use of a physical technique. If staff are aware, any injury will be recorded when reporting the use of restrictive practices. All incidents must be recorded in the school's logbook and on CPOMS, with parents/carers informed within 24 hours, and signed off by the headteacher.

We understand that some children may need to regulate away from others in a calm, supervised space. Where this is necessary, a member of staff will remain with the child. In very exceptional circumstances, a child may be prevented from leaving the space for their own immediate safety or that of others. This is only ever a short-term measure and is always done in line with DfE guidance (*Behaviour in Schools*, February 2024).



All staff will have due regard for the additional vulnerability of pupils with SEND. Physical intervention will never be used in place of support, and staff will not assume that an approach suitable for one child is appropriate for another.

## **E Safety, Online Abuse and Harassment**

The Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school communities online in accordance with statutory guidance and best practices.

The Online Safety Policy applies to all members of our school communities (including staff, children, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the schools. It also applies to the use of personal digital technology on school sites (where allowed).

Any online safety incident/cyber bullying or breach of the Online Safety Policy that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (as set out in the Anti-Bullying Policy and Online Safety Policy).

## **Communication and Role of Parents**

Crofty Education Trust and Halwin School recognise the vital role that parents play in developing and maintaining positive, relational behaviour. We work in partnership with parents to secure the best outcomes for all children.

The Behaviour Policy for Halwin School will be available to parents on the school website and will be discussed as part of the child's induction to the school. In addition, parents will receive support and reminders throughout the year of the school expectations, including how parents can support their child to succeed.

At any point, if the class teacher has concerns about a child's behaviour, they may decide to discuss this with the child's parents to work on a positive way forward. Support is available to parents who may need help in ways in which they can handle their child's behaviour. Signposting or referral to services such as 'The Early Help Hub' can be made through the headteacher or SENDCo.

The school prides itself on the good relationship it has with parents and parents conduct themselves appropriately on site. Parents and staff are important role models for children. Crofty Education Trust has a code of conduct for parents and if this is not followed, further actions may be taken. If parents/carers are seen to be abusive, the headteacher will seek to ban that person in line with the Cornwall Education Local Authority and Devon and Cornwall Constabulary policy of 'Nuisance and Disturbance on Educational Premises'.

## **Off-Rolling**

Schools in Crofty Education Trust follow all correct procedures in line with statutory guidance and the law, making decisions that are motivated by the best interests of the pupils concerned.

Ofsted defines off-rolling as:

*Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.*

(Ofsted, 2019)



Off-Rolling and unlawful exclusions are set out in paragraphs 18-22 of the [DfE 2024 exclusion guidance](#).

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, moves school, or a parent decides (without coercion from the school) to electively home-educate (EHE) their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows due processes, this is not off-rolling.

### **Staff Induction, Development and Support**

At Halwin School, we are committed to equipping all staff with the knowledge, skills, and confidence needed to implement our behaviour policy consistently and effectively. Ongoing professional development is central to maintaining high standards and ensuring a whole-school approach to behaviour

All staff and volunteers are provided with training as part of their induction to the school and the Trust. This includes the school behaviour policy and associated policies, use of CPOMS, the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches. In addition, regular training and updates are part of the staff ongoing CPPD programme, including de-escalation techniques, restorative practice and trauma informed strategies. This ensures that colleagues continue to develop their knowledge, skills and understanding of relational behaviour and supporting children.

We also recognize the emotional impact that challenging behaviour can have, and provide staff with opportunities for debrief, reflection and support.

We liaise with a variety of work colleagues within Crofty Education Trust and external agencies such as Early help, family support services, school nursing team, educational psychologists, behaviour support services, charities such as Penhaligon's Trust and SALTs for advice and training.

### **Pupil Transition**

We recognise that transitions—whether into school, between key stages, or after a period of absence—can be challenging for some pupils. Positive behaviour is best supported when transitions are carefully planned and executed.

New pupils receive a structured induction which includes:

- A welcome meeting with a designated staff member.
- A peer buddy system to support social integration.
- An age-appropriate introduction to the behaviour expectations and routines.
- Early contact with parents/carers to set shared expectations and establish communication channels.

We ensure behaviour expectations and support plans follow pupils as they move through the school. This includes:

- Formal handovers between teachers, including information about behaviour needs and successful strategies.
- Transition sessions, particularly at key points such as Year 2 to Year 3 or Year 6 to Year 7.
- Opportunities for pupils to visit new environments or staff teams in advance.

For pupils returning after extended absence, suspension, or exclusion:

- A re-integration meeting is held with the pupil and parent/carer and the re-integration meeting performed, completed, recorded and shared.
- Necessary support is agreed and monitored e.g. social stories, check-ins, liaison with external agencies
- Reasonable adjustments are made for pupils who need additional help re-establishing routines and expectations.

## **Pupil Support**

### **Diversity and Inclusion**

Our behaviour policy actively promotes equality, respect and inclusion. We are committed to challenging all forms of discrimination, including but not limited to racism, sexism, homophobia, transphobia, ableism, and religious intolerance. In line with the Equality Act 2010, we ensure that children and adults are protected from discrimination based on the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We create a culture where difference is celebrated and where every member of our school community feels seen, safe and valued. Prejudice-related incidents are taken seriously, recorded and followed up appropriately, with a strong focus on education and restorative dialogue.

We recognise that some pupils will need a different approach and Halwin School will make provision for this including through the use of behaviour support plans and risk assessments. Where appropriate, provision for these pupils will be planned as part of the SEND provision, including referrals to outside agencies where appropriate.

### **Pastoral Support**

We recognise that behaviour is a form of communication, and some children may struggle to self-regulate due to underlying emotional needs, mental health difficulties, or experiences of trauma. Our approach is rooted in trauma-informed practice, which prioritises safety, trust, and strong, consistent relationships. Staff are trained to respond with empathy and understanding, using strategies that reduce anxiety and support co-regulation. We work in close partnership with families, SEND teams, and external professionals where appropriate, to ensure that children receive the emotional support and interventions they need to thrive. If required, a child can be supported by a member of staff using the trauma informed approach to develop and support specific areas/needs. This might be carried out on a 1:1 or small groups. As part of their SEN provision / behaviour plans, some children may have named adults for pastoral support and/or to help them regulate.

### **Speech and Language**

Understanding behaviour through a language-first lens encourages us to look beyond the surface and consider what may be going unseen and unheard. A significant proportion of children with SEMH needs also experience speech, language, and communication difficulties—often undiagnosed. These needs can hinder self-regulation, emotional understanding, social interaction, and even a child's ability to repair relationships after an incident. In Halwin, we believe that recognising and responding to these needs is fundamental to inclusive behaviour support. We actively explore how language shapes behaviour and how adapting our approaches, through visual supports, simplified language, and narrative-based conversations—can transform not just how children behave, but how they feel about themselves.

## **Nurture**

At Halwin, we recognise that some children may not yet be emotionally ready to access learning within a full-time classroom environment. Our Nurture Groups are a short-term, targeted intervention designed to remove barriers to learning by supporting social, emotional and communication development. Rooted in evidence-based practice, our approach ensures that nurture is not a separate programme but an integrated part of our whole-school commitment to inclusion. When delivered with fidelity and compassion, nurture provides the secure base some children need to grow in confidence, build trusting relationships, and return to class ready to thrive.

## **Behaviour Plans**

For some children, an individual behaviour support plan will be put in place and the headteacher will discuss this with parents. All staff are made aware of any child with a behaviour plan or whom require reasonable adjustments to expectations. Some children have a behaviour plan as part of their provision if they are on the School's SEND Record of Need and this is shared with parents and staff. Staff then ensure they are aware of strategies used to help that child and apply them. If necessary, the headteacher will seek the support of outside agencies.

### **Special Educational Needs and Disabilities (SEND)**

Halwin School consistently promote behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom. Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND when reviewing their provision related to supporting behaviour or when reflecting on an incident where their behaviour has been a factor. However, not every incident is directly related to a child's SEND, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. Where a child may have a Communication and Interaction, or Social, Emotional and Mental Health need, it is essential that parents and the school work together to ensure a consistent approach, including the language or symbols used. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

## **Child-on-Child Abuse**

Child-on-Child Abuse – including sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online, are addressed within Crofty's Child-on-Child Abuse Policy.

### **Child-on-child sexual violence and sexual harassment**

At Halwin School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. By not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as “banter”, “just having a laugh” or “part of growing up”.

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMs for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSiE and the school’s Safeguarding policy.

## **Banned Items**

To ensure that everyone in school feels safe and welcomed, there are some items that children must not bring into school. This follows national guidance (*Searching, Screening and Confiscation*, DfE, July 2022) and helps us make sure Halwin School stay a safe place for all.

### **Banned Items and Searches**

In line with DfE guidance (July 2022), and Crofty Education Trust policies, the following items are banned from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Fireworks or explosives.
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones (unless agreed in advance and handed in on arrival).
- Any item which the headteacher deems to be inappropriate or unsafe.

As set out in the DfE guidance (July 2022), the headteacher and authorised staff can search a child and/or their bag if they believe they may have brought a banned item into school. Searches will be completed respectfully, away from other children, and in the presence of another adult. This would only happen if absolutely necessary to keep everyone safe. If a banned item is found, it will be confiscated, the child's parents informed and next steps taken in line with the school's behaviour and safeguarding policies. In some

cases, such as drugs and/or weapons being found, the school may also need to contact MARU and/or the Police.

The headteacher reserves the right to add to this list as required in the interests of safeguarding, safety, or wellbeing. The school will inform parents at the earliest possibility of any changes to banned items. Items found in breach of this list may be confiscated, and further action taken in line with the school's behaviour policy.

### **Mobile Phones & Smart Phones**

In line with this national guidance, and to support consistency across all Crofty Trust schools, mobile phone use by pupils is not permitted during the school day. We are committed to creating calm, safe, and focused environments where learning is prioritised and all children feel secure. In addition, children are not permitted to wear smart watches in school; however, simple step trackers without communication features are allowed. Removing access to mobile phones and smart watches during school hours significantly reduces the risk of disruption, distraction, peer conflict, and misuse of devices, including image sharing and online bullying.

#### **Mobile Phones**

We recognise that, in preparation for the transition to secondary school, some parents may wish their older primary-aged child to bring a mobile phone to school so they can be contacted at the end of the day, particularly if the child is beginning to walk home independently. In line with the Department for Education's Mobile Phones in Schools guidance (February 2024), children may only bring a mobile phone to school in circumstances agreed in advance with the class teacher. Phones must be handed in at the start of the school day and returned as the child leaves. Mobile phones must not be used during the school day under any circumstances. The headteacher holds the final decision as to whether a child is permitted to bring a phone to school. The school accepts no responsibility for loss or damage.

## Appendix 1: Supporting Adults to manage behaviour incidents

### *30 second script for behaviour reminders:*

1. I noticed that you .....
2. That isn't showing our rules of...(Ready / Respectful / Safe)  
(2a. I hear what you are saying, but..... / Be that as it may.....)
3. Do you remember when you ..... / Yesterday, you .....
4. That's the behaviour I need to see today. / That's The Halwin Way. / That's how we do it here.

### *Restorative Conversations:*

- Tell me what happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently next time?

### *Dealing with incidents:*

1. Stop the incident
2. Listen to and validate everyone's feelings
3. Calm and soothe

### If everyone is calm:

4. Discuss what happened
5. Discuss who has been affected and how people feel
6. Discuss how we can make it better and what will happen next
7. Discuss what we can learn from this experience and how we can prevent it happening again.

If not calm, come back to do 4-7 when they are.

### *Top Tips for adults:*

- Praise the behaviour you want to see and do not give excessive attention to unwanted behaviour.
- Reminders should be given clearly but discreetly, referring to the rules of 'Ready, Respectful, Safe'.
- After using the 30 second reminder script, walk away and allow time for child to reflect and improve behaviour
- Pupils will be reminded of their previous good conduct to prove that they can make good choices.
- Use de-escalation strategies – speak quietly and calmly, listen, ensure body language is relaxed and neutral, be empathetic and non-judgemental, ignore challenging questions
- When reflecting, support children to think about the impact on others
- Remind children they can put up their hand and an adult will be able to help them
- Don't take it personally
- Thank children for listening / being honest / empathetic (when relevant)
- Consider use of 'change of face' to support de-escalation

### *Other useful sentence stems:*

- I understand that you might be...(angry/upset/bored)
- I need you to (come with me so we can resolve this properly)
- Maybe you are right (that is something I can look into)
- Be that as it may I need you to...(join in/complete the work)
- I have often thought the same (but we need to focus on)
- I hear you (its not easy but I know you can do it brilliantly)

- You need to... I need to see you... I expect... I know you will.. We will...
- You need to understand every choice has its consequences. If you choose to do the work that will be fantastic and you will... If you choose not to do the work this will happen I'll leave you to make the decision.
- Do you remember yesterday when you...That is the Joe I need to see today, that is the Joe you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging, and dangerous. I don't like your behaviour but I believe you can be a success.
- What do you think you can do to avoid this happening in the next lesson?
- Joe, this is not like you...