



Making a difference, as we grow together

Positive behaviour policy

Alderman Pounder Infant and Nursery School



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At Alderman Pounder our motto is...

Making a difference, as we grow together

This is driven through our school in our approach to behaviour with a consistent narrative of our 3 rules:

Team AP Standard: Be Ready, Be Respectful, Be Safe

At Alderman Pounder, we create a calm, respectful and supportive culture where children are ready to learn and proud to belong. We recognise that behaviour is communicative and may reflect emotion, unmet need, context or difficulty with self-regulation. Our approach is rooted in the belief that relationships matter, consistency creates safety, behaviour can be taught and modelled, restoration is more powerful than punishment, and every child deserves to feel a sense of belonging.

Our behaviour and attendance culture is rooted in:

- calm and consistent adult responses
- clear daily expectations through Team AP Standard: Be Ready, Be Respectful, Be Safe
- positive relationships and unconditional positive regard
- restorative conversations and repair following conflict
- recognition of positive behaviour, effort, improvement and contribution
- partnership with families
- belonging and inclusion for every child
- accurate recording, monitoring and review so that support is targeted and effective

Adult behaviours create children's responses and behaviours.

Everything we do starts with positive relationships – building, maintaining, and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

Equality Duty

In developing and implementing this policy, Alderman Pounder has due regard to the Equality Act 2010 and our responsibility to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

We recognise that behaviour cannot be understood in isolation from a child's needs, experiences, development and circumstances. We will make reasonable adjustments where required and will consider the individual needs of children, including those with SEND, disabilities, medical needs, communication needs, trauma, sensory needs and social or emotional needs.

This policy is applied fairly and consistently, while recognising that fair does not always mean the same. Our aim is to ensure that every child is supported to feel safe, included, understood and able to succeed as part of our school community.

Our Aims

At Alderman Pounder, we aspire to work alongside parents to support and inspire children to reach their maximum potential. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering outstanding behaviour allowing all children to learn in a safe and secure environment.

Outstanding behaviour is not about following rules to avoid getting into trouble; it is about self-regulation and we passionately believe in the philosophy. It is our firm belief that behaviour should be embedded through a whole school ethos and philosophy.

As a school we remember that discipline means to teach, not to punish. So, in order that we provide opportunities for children to learn positive behaviours, unconditional positive regard must be central to our school ethos.

We recognise the importance of listening to our children and seeking their opinion. Therefore, our school rules were created and agreed by staff and children collectively.

‘Zero Tolerance’

There are certain things that we strongly believe have no place in our school community:

- Bullying – this can take different forms including physical, homophobic, verbal, emotional and cyber
- Intentional physical violence towards other people or the school environment
- Swearing
- Racism

These boundaries are made clear to the children and we use whole school assemblies to educate children about the negative impact and consequence of these.

What do we mean by positive behaviour?

We feel that outstanding behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful and supportive to everyone in the school
- Fully respectful of the school community and environment
- Displaying positive learning behaviours
- Able to take responsibility for their own behaviour and learning
- Able to reflect on behaviour displayed and the consequences of this
- Able to articulate what they will do differently when the inappropriate behaviour has occurred

We teach and model positive behaviour across every area of school life, including classrooms, corridors, assemblies, the hall, lunchtimes, playgrounds, visits and online spaces. The central expectation is Team AP Standard: children are supported to be ready to learn, respectful in words and actions, and safe in their choices. These expectations are reinforced daily through visual prompts, shared language, adult modelling and consistent routines.

Behaviour for learning – how a child’s behaviour effects their ability to learn and reach their potential. It involves self-awareness, self-confidence, interactions with others and the how a child engages in a lesson to ensure they are active learners.

Self-Regulation – relates to the ability to control and take responsibility for our own behaviour. To be able to consider the choices available to us in different situations and decide on what is the right thing to do. This also requires the ability to be reflective, a skill that is promoted throughout our school.

Promoting good behaviour

We focus on catching and celebrating the positive. We expect praise to be frequent, specific and sincere. Staff model and teach the behaviours we want to see and create classroom environments that support emotional regulation. Children learn and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated.

Recognition may include:

- verbal praise
- stickers and certificates
- positive messages home
- celebration in class or assembly
- Headteacher recognition
- Dojo points and rewards
- class reward systems
- recognition of effort, kindness, perseverance, improvement, responsibility and positive attitudes to learning

A reward, once earned, is never taken away.

Supporting Behaviour Regulation

We use a clear, consistent approach: Intervene → Reflect → Repair → Reintegrate. Adults remain calm, emotionally regulated and non-confrontational. They focus on the behaviour, not the child, and support children to return to Team AP Standard. Helping children understand and manage their emotions is key to supporting positive behaviour. Staff use emotion coaching and restorative practice to help children feel understood while maintaining clear expectations and boundaries.



When supporting a dysregulated child, adults use the agreed CALM approach: remain calm and emotionally regulated; acknowledge and validate feelings; maintain boundaries and expectations; and move the child towards safe choices and solutions. Once children are regulated, staff guide reflection using restorative questions.

- *What happened?*
- *What rule has been broken?*
- *How did that behaviour make people feel?*
- *Who has been hurt or upset?*
- *What should we do to make things better?*
- *What could you have done differently?*

We prioritise restorative conversations and natural consequences to help children learn from their actions. Examples include:

- *"You made a mess, so now you need to help tidy it up."*
- *"You hurt someone with the bat, so you won't use it tomorrow."*

Additional Support Where Needed

If behaviours are repeated, further support may include:

- Behaviour passports
- Nurture interventions
- Pastoral support
- Home-school diaries
- Parental meetings

All responses are tailored to the child’s individual needs, focusing on understanding, support, and long-term success.

Responding to behaviour: the six-step pathway

At Alderman Pounder, adults respond to behaviour calmly, consistently and respectfully. The behaviour pathway helps children reflect on choices, repair relationships and return successfully to learning and play. The pathway is supportive, not punitive, and adults maintain dignity, belonging and high expectations at every stage.

Step	Handbook practice	Purpose and responsibility
1	Verbal reminder of expected behaviour.	A calm reminder from the adult present. Adults use clear, simple language and avoid public confrontation or embarrassment.
2	Verbal warning and 30-second intervention.	A clear warning and brief supportive intervention to help the child pause, reset and make a positive next choice.
3	Time-in and restorative conversation.	Supported reflection with an adult to discuss behaviour, feelings, impact and next steps. Adults use emotion coaching where appropriate.
4	SLT reflection and communication with home.	Further reflection with a member of SLT. The class teacher communicates with parents or carers so that school and home can work together.
5	SLT phone call home and parental meeting.	Where behaviour has not improved, SLT contact parents or carers directly and arrange a meeting to agree supportive next steps. SLT continue to review behaviour until sustained improvement is seen.
6	Support leads to positive behaviour change.	Every stage ends with restoration, support and reintegration back into learning and play. Children are welcomed back positively and reminded that mistakes can be repaired and behaviour can improve.

Where behaviour may indicate an underlying SEND need, the SEND graduated response and appropriate external support may supersede the behaviour pathway. The pathway is not a substitute for safeguarding action; serious or safeguarding-related incidents must be escalated immediately in line with safeguarding procedures.

Agreed behaviour scripts

- **Step 1 – Verbal reminder:** “In this class, we are respectful. We don’t shout out.” Adults may also use prompts such as “Show me ready to learn,” “Let’s make a safe choice,” or “What should we be doing right now?”

- **Step 2 – Verbal warning:** “In this school, we are respectful. This is your warning because you have called out.”
- **30-second intervention:** “I notice you are having trouble waiting your turn. You are not being respectful. That’s not the Claire that I know. The Claire that I know is polite. That’s who I need to see today.”
- **Step 3 – Restorative questions:** “What happened?” “What rule has been broken?” “How did that behaviour make people feel?” “Who has been hurt or upset?” “What should we do to make things better?” “What could you have done differently?”
- **Step 4/5 – Communication with home:** “Hi. Is that ___? ___ is ok. I just wondered if it’s a convenient time to speak about how ___ has been today. ___ has done some great work in ___. I’m afraid ___ has broken one of our school rules today. I need your help to get him/her back on track. Have you got 5 minutes to help talk about how we can work together?”

Recording behaviour on CPOMS

CPOMS is used to record significant behaviour incidents, repeated concerns, unsafe behaviour, physical aggression, inappropriate language, incidents requiring parental communication, incidents requiring SLT involvement, safeguarding concerns and behaviours requiring continued adult or leadership support. Staff record incidents using the STAR approach: Situation, Trigger, Action, Response. Records must remain factual and professional, avoid emotional or judgemental language, clearly record adult actions and outcomes, and be logged in a timely manner.

Working in partnership with families

Positive relationships between home and school are essential in supporting behaviour, wellbeing and success. We communicate with parents and carers calmly, respectfully and professionally. We celebrate positive behaviour and success, communicate concerns early, share supportive next steps, listen carefully to parental perspectives and maintain open communication. Where behaviour concerns continue, school and families work together to help children return successfully to Team AP Standard.

Behaviour and SEND

We recognise that some children’s behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour and put in place reasonable adjustments and support. Where repeated behaviour may

signal an unmet or emerging SEND need, a personalised Behaviour Passport may be devised to help staff understand effective strategies, triggers, adjustments and supportive approaches for the child.

No child will be sanctioned for behaviours outside their control.

Adapting sanctions for children with SEND

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

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

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

Considering whether a child displaying challenging behaviour may have unidentified SEND

At Alderman Pounder, the school's special educational needs co-ordinator (SENCO) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Passport will be put in place in partnership with parents and carers. These plans will be reviewed at least termly.

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

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

The SEND graduated response and behaviour

Where behaviour concerns continue despite consistent support and reasonable adjustments, the school may implement the SEND graduated response to further understand and support the child's needs. This follows the cycle of Assess, Plan, Do, Review. Support may include Behaviour Passports, targeted intervention programmes, sensory or regulation support, pastoral support, referrals to external agencies and personalised provision planning. Behaviour is considered alongside communication, learning, emotional wellbeing and development so that children receive appropriate and holistic support.

Behaviour Plans and Behaviour Passports

Where a child requires additional support to meet behaviour expectations consistently, the school may develop a Behaviour Passport, behaviour support plan, risk assessment or personalised provision plan. These are designed to help adults understand the child's strengths, needs, triggers, communication style, regulation strategies and the approaches most likely to support success.

Plans will usually be developed through reflection and analysis of behaviour patterns, including information from CPOMS, staff observations, family views, pupil voice where appropriate, and advice

from external professionals where involved. Plans will identify supportive strategies, reasonable adjustments, agreed responses, review points and any further action needed.

Parents and carers will be involved in the development and review of plans wherever appropriate. The purpose of any plan is not to lower expectations, but to help the child access expectations successfully, feel safe and supported, and develop the skills needed to regulate, repair and return to learning.

Bullying and Relational Conflict

Alderman Pounder and Nottinghamshire Local Authority use the definition of bullying provided by the Anti-Bullying Alliance:

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

At Alderman Pounder we use the term ‘relational conflict’ when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the children to resolve any negative feelings. At Alderman Pounder we monitor children following a ‘relational conflict’ to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

Beyond challenging behaviour

Some behaviour incidents may indicate that a child is unsafe, experiencing distress or requires immediate safeguarding support. Serious incidents include behaviour causing significant harm or risk, repeated unsafe behaviour, discriminatory language or actions, sexualised behaviour, significant emotional distress or behaviour linked to safeguarding concerns. In these situations, staff must prioritise immediate safety, inform DSLs or safeguarding leads promptly, record concerns on CPOMS, follow safeguarding and behaviour procedures consistently and seek SLT support where required. Children must continue to be treated with dignity, care and professionalism throughout any safeguarding or behaviour response.

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

Alderman Pounder is committed to creating a safe, supportive and nurturing environment where restrictive interventions are used only as a last resort, never as a disciplinary measure, and always in

accordance with the law. Restrictive interventions include any physical or non-physical action that restricts a child's movement, liberty or freedom of action. Calm communication, relational practice, de-escalation, prevention and positive behaviour support are always prioritised so that the need for restrictive practice is minimised.

All interventions must be necessary, reasonable, proportionate and the least restrictive option available for the shortest possible time. Restrictive intervention may be used only where it is necessary to prevent a child from injuring themselves or others, damaging property, committing a criminal offence, or causing serious disorder or unsafe behaviour. Force must never be used as punishment.

Restrictive intervention is broader than physical restraint and may include actions which restrict movement or access for safety reasons. Staff must prioritise de-escalation wherever possible, consider SEND, sensory, medical, emotional and communication needs, avoid any intervention affecting breathing or circulation, and follow school policy, training and safeguarding guidance.

Definitions

Restrictive interventions are any physical or non-physical actions that prevent, restrict or subdue the movement of a pupil, either of the whole body or part of the body. This includes reasonable force, physical restraint, non-force restrictive intervention, guided physical intervention and seclusion.

- **Reasonable force** means using no more force than is necessary to prevent harm, damage or disorder. It is used only when essential to maintain safety.
- **Physical restraint** means holding or restricting a pupil's movement, such as holding arms, guiding firmly or stopping unsafe actions.
- **Non-force restrictive intervention** means actions that restrict freedom of movement without physical force, including blocking movement, directing movement, preventing exit or removing mobility aids.
- **Guided physical intervention** means low-level, non-forceful contact to guide a pupil to safety.
- **Seclusion** means confining a pupil alone in a room or space and preventing them from leaving. Seclusion is a restrictive intervention and must never be used as punishment. It may only be used in an emergency to maintain immediate safety, must be time-limited, continuously supervised, recorded and reported.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, the Headteacher authorises staff to use reasonable force when legally permitted. All members of school staff have a legal power to use reasonable force where this is necessary, proportionate and the least restrictive option to prevent injury, crime, serious damage to property or significant disruption. The Headteacher may also authorise other adults, such as volunteers on school visits, to use this power in line with law and guidance.

At Alderman Pounder, this authorisation sits within our wider relational approach. Staff are expected to use professional judgement, seek support where possible and act only where intervention is necessary to keep children or adults safe, prevent serious damage, prevent a criminal offence or prevent significant disruption.

Deciding Whether to Use Reasonable Force

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

Staff must also consider the child's age, size, developmental stage, individual needs and emotional state, as well as the likely consequences of not intervening. Where behaviours involve extreme levels of risk, it may be more appropriate to gain support from other agencies, including the police.

Use of Restrictive Intervention

If restrictive intervention is necessary, staff must use the minimum force or restriction required for the shortest possible time. Staff should avoid actions likely to cause injury unless there is no alternative to prevent serious harm. Where possible, staff should seek support from another adult to support, observe or call for assistance, and should continue to communicate with the child throughout the incident.

For children with SEND, medical needs, sensory needs, communication differences or mental health needs, individual behaviour support plans, Behaviour Passports and risk assessments should be used to reduce the likelihood of restrictive interventions being needed. These plans should be developed collaboratively with parents and carers and reviewed when patterns or risks change.

Staff training

Staff identified as likely to need to use reasonable force or other restrictive interventions will receive appropriate training covering the law, prevention, de-escalation, positive behaviour support and safe practice. At Alderman Pounder, staff who require this training access Inclusive Behaviour training through Nottinghamshire Local Authority.

Training supports staff to understand recent legislation and guidance, and provides physical and non-physical strategies to reduce risk and support children safely. Staff who receive Level 1 Inclusive Behaviour training are accredited to use breakouts and redirection to support de-escalation. Staff who receive Level 2 Inclusive Behaviour training are accredited to use restrictive physical intervention for the defined period stated on their certificate.

Staff will attend refresher training to update their skills and renew certification in line with provider requirements. Staff training is part of the school's wider commitment to reducing restrictive practice and supporting children through relational, consistent and preventative approaches.

Recording and Reporting Incidents

The school will record and report restrictive interventions in line with statutory expectations, including requirements for any seclusion or restraint and for each significant incident involving the use of force. Any significant incident must be recorded on CPOMS as soon as practicable and followed by the school's restrictive intervention recording process within 24 hours.

Parents and carers will be informed as soon as practicable, ideally the same day, about all seclusion incidents, all restraint incidents, all significant incidents involving use of force, and any intervention that results in notable distress to the child. This includes blocking or restricting movement, directing or steering a child where freedom of movement is restricted, removing mobility aids, any restraint technique, and any incident where the child or adult experiences significant distress or injury.

- the rationale for the intervention
- de-escalation attempted before intervention
- the level of risk and why intervention was necessary
- the actions taken and the type and duration of intervention
- the child's behaviour and emotional presentation before, during and after the incident
- the pupil voice, where appropriate and when the child is regulated
- any injury, distress or first aid provided
- communication with parents or carers

- post-incident support for the child and staff
- follow-up actions, including whether plans, adjustments or risk assessments need review

In determining whether an incident is significant, staff should consider the child's behaviour and level of risk at the time, the degree of force or restriction used, whether it was proportionate, the effect on the child or member of staff, the child's age and developmental stage, and any SEND, disability, medical, sensory, communication or social factors that may be relevant.

Post-incident support

Following any restrictive intervention, Alderman Pounder will ensure that pupils and staff involved receive timely emotional, physical and relational support. The immediate physical needs of all parties will be met, relationships will be repaired where appropriate, and children will be given an opportunity to express their views when they are calm and ready to do so.

Senior leaders will review incidents to identify learning, update support plans or risk assessments, and reduce the likelihood of recurrence. The governing body will review data on restrictive interventions to ensure compliance, identify patterns and reduce their use over time. This reflects the school's commitment to safeguarding, inclusion, dignity and positive relationships.

Oversight of the use of Restrictive Intervention

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

Use of Alternative Provision

Alternative Provision may be considered where a child requires short-term support to address behavioural, emotional or wider needs, where school-based strategies have been carefully considered, or where a child is at risk of suspension or permanent exclusion.

Alternative Provision will not be used simply to manage behaviour away from the school community. It will only be considered where the school recognises that, at that point in time, the child may need a different environment, structure or specialist support in order to feel safe, regulate successfully, access learning and begin to rebuild confidence and belonging.

Any decision to use Alternative Provision will be made in the best interests of the child and will take account of the child's age, stage of development, SEND, safeguarding needs, emotional wellbeing, learning needs and the suitability of the provider. Alternative Provision is not a substitute for a special school place, and it will only be used where it is appropriate to the child's needs and circumstances.

Alderman Pounder retains responsibility for the child's safeguarding, welfare, attendance, progress and overall provision while they are accessing Alternative Provision. The school will maintain regular communication with the provider, monitor the child's engagement and progress, and ensure safeguarding expectations remain clear.

Where Alternative Provision is used, there will be a clear plan for review and reintegration. This will be developed with the child, parents and carers, the provider and relevant professionals where appropriate. Support may include pastoral input, curriculum adjustments, reasonable adjustments and phased reintegration into school life.

Searching, Screening and Confiscation

Searching, screening and confiscation will be carried out in line with current DfE guidance and with careful regard to safeguarding, dignity and proportionality.

Any member of staff may carry out a search with the child's consent. Searches without consent will only be carried out by staff authorised by the Headteacher and only where there are reasonable grounds to suspect that a child has a prohibited item, or where not searching would place the child, other children or staff at risk.

Searches will normally be carried out by two members of staff and, where reasonably practicable, by a member of staff of the same sex as the child. This may not apply where there is a risk of serious harm if the search is not conducted immediately. The search will be explained to the child calmly and clearly, and the child will be asked to co-operate.

Where a search identifies a safeguarding concern, or where there were reasonable grounds to suspect a child had a prohibited item, the DSL will be informed without delay. Searches will be recorded on CPOMS and parents or carers will be informed as soon as reasonably practicable.

Any prohibited items will be confiscated and dealt with in line with statutory guidance. If a child is suspected of criminal behaviour, the school will assess whether the matter should be reported to the police.

Strip searches are police-led only. If a strip search takes place on school premises, the school will follow statutory guidance around safeguarding, aftercare, recording and communication with parents or carers.

Suspension and Permanent Exclusion

Suspension and permanent exclusion are measures of last resort. They will only be considered in response to serious incidents, or to persistent behaviour where appropriate support, reasonable adjustments, restorative practice and intervention have not secured sufficient improvement.

Only the Headteacher may decide to suspend or permanently exclude a child. Any decision will be lawful, reasonable, proportionate and procedurally fair, taking full account of the school's duties under the Equality Act 2010 and responsibilities towards children with SEND.

Where a suspension is issued, parents and carers will be informed in line with statutory guidance. The school will consider the child's individual needs, safeguarding context and any support required during and after the suspension period. Where required, suitable education will be arranged in line with statutory expectations.

Following a suspension, a reintegration meeting will be held with parents or carers and relevant staff before or on the child's return. The purpose of the meeting is to rebuild relationships, review support, agree any reasonable adjustments and reduce the likelihood of further suspension. The child will be welcomed back positively and supported to return to learning and school life.

Permanent exclusion will only be used as a last resort where there has been a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others. Where permanent exclusion is considered, the school will follow statutory guidance and notify parents or carers, the local authority and any relevant professionals as required.

Transition

We recognise that transitions can be important points of change for children and may affect behaviour, regulation, relationships and sense of belonging. This includes children joining the school, moving

between year groups, returning after absence, reintegrating after suspension or alternative provision, and preparing to move on to another setting.

Staff support transition through positive relationships, clear routines, information sharing and planned opportunities for children to become familiar with new adults, expectations and environments. Where a child has additional needs, a Behaviour Passport, SEND Support Plan, risk assessment or personalised transition plan may be used to ensure that support is understood and consistent.

Relevant information about behaviour, regulation, safeguarding, SEND, reasonable adjustments and successful strategies will be shared with staff who need to know, so that children are supported sensitively and effectively. Our aim is to help every child feel safe, known and ready to succeed during times of change.

Monitoring and Evaluation

- CPOMS behaviour and safeguarding analysis
- termly review of significant behaviour incidents, repeated concerns and restrictive interventions
- Inclusion Team review of children requiring additional support
- learning walks, quality assurance visits and checks on consistency across classes and phases
- pupil, staff and family voice
- regular training, reflection and review with staff

Safeguarding and Equality

We uphold our duties under the Equality Act 2010 and KCSIE. Safeguarding concerns are always prioritised and passed immediately to the DSL. Child-on-child abuse is addressed through our safeguarding policies.

We have a **zero-tolerance approach** to sexual harassment and violence, including online abuse. All pupils are encouraged to report any concerns.

Complaints and Allegations

Alderman Pounder aims to be fair, open and honest when responding to any complaint or concern linked to behaviour, sanctions, restrictive intervention or the implementation of this policy. We will seek to resolve concerns through respectful dialogue and mutual understanding, while keeping the welfare and dignity of the child at the centre of our response.

Children, parents, carers and staff are able to raise concerns, ask questions or share their views about behaviour support, sanctions or the use of reasonable force. Where a concern relates to safeguarding, staff conduct or an allegation against an adult, the school will follow the appropriate safeguarding, complaints or allegations procedures.

For further information, please refer to the school's Complaints Policy, Child Protection and Safeguarding Policy and Staff Code of Conduct.

Policy Links

This policy should be read alongside the following school policies and guidance:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEND Policy

- Equality Policy
- Attendance Policy
- Online Safety Policy
- Health and Safety Policy
- Relationships, Sex and Health Education Policy
- Staff Code of Conduct
- Complaints Policy
- Teaching and Learning Policy

This policy is informed by current legislation and guidance, including Keeping Children Safe in Education; Behaviour in Schools: advice for headteachers and school staff; Searching, Screening and Confiscation guidance; Suspension and Permanent Exclusion guidance; the Equality Act 2010; the Children and Families Act 2014; the SEND Code of Practice; guidance on the use of reasonable force and restrictive interventions; and guidance on arranging Alternative Provision.