


Hunnyhill Primary School

Positive Behaviour Policy



Date of Review	July 2024
Next Review Due	July 2025
Staff Responsibility	Headteacher
Notes / Source	OAT
Signed by Chair of Governors	

Behaviour Principles Statement

Hunnyhill Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of behaviour are with the intention of upholding pupil's wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school creates a positive and respectful culture in which staff know and care about pupils.

Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:

- Providing additional support, including reasonable adjustments for special educational needs and disability (SEND), to children who find it difficult to maintain positive behaviours
- Building positive relationships with children and families to understand their needs and contexts
- Ensuring that everyone treats one another with dignity, kindness, and respect
- Having high expectations of children's conduct and behaviour and protecting children from disruption to teaching, learning or school routines
- Ensuring that these expectations are understood and applied fairly and consistently by all
- Supporting children to develop and maintain good behaviour by teaching them what this means
- Having clear systems and routines in place both in the classroom and around the school
- All members of the school community are responsible for creating positive, safe environments in which:
- Bullying, physical threats or abuse and intimidation are not tolerated
- Children are safe, feel safe and everyone is treated respectfully
- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly and effectively

1. Introduction

1.1. The main purpose of the Behaviour Policy is to ensure that all children are safe and that schools create a culture where everyone is supported to have positive behaviour. All children should be able to learn in environments that are calm, safe and supportive and are free from disruption. Hunnyhill is committed to inclusivity and implementing strategies that reduce bias and support individual

children's needs. Where 'parent' is used in this policy this should be taken to include guardian or carer.

1.2. Excellent behaviour is achieved through a positive and consistent school culture, underpinned by a commitment to our school values:

1.3. These are further reflected through our school motto 'Proud to Belong'

2. Behaviour Principles

2.1. Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:

- Providing additional support, including reasonable adjustments for special educational needs and disability (SEND), to children who find it difficult to maintain positive behaviours
- Building positive relationships with children and families to understand their needs and contexts
- Ensuring that everyone treats one another with dignity, kindness, and respect
- Having high expectations of children's conduct and behaviour and protecting children from disruption to teaching, learning or school routines
- Ensuring that these expectations are understood and applied fairly and consistently by all
- Supporting children to develop and maintain good behaviour by teaching them what this means
- Having clear systems and routines in place both in the classroom and around the school

2.2. All members of the school community are responsible for creating positive, safe environments in which:

- Bullying, physical threats or abuse and intimidation are not tolerated
- Children are safe, feel safe and everyone is treated respectfully
- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly and effectively

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#)
- [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental health and behaviour in schools](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Relationships and sex education \(RSE\) and health education](#)

4. Related School policies

- Attendance
- Anti-bullying
- Child Protection and Safeguarding
- Equality and diversity
- SEND
- Staff Code of conduct
- Suspension and Exclusion
- Whistleblowing
- Uniform

5. Leadership and management

5.1. Governors

5.1.1. Governors are responsible for monitoring the effectiveness of the Behaviour Policy across the school.

5.1.2. Governors will:

- hold the Senior Leadership Team to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics

5.1.3. Governors will:

- hold the headteacher to account for the successful implementation of the policy, including ensuring that there is no discipline disparity between any groups of children, especially those with protected characteristics

5.2. Headteacher

5.2.1. The principal is responsible for setting and maintaining the behaviour culture of the school and ensuring that all staff and children feel safe and supported.

5.2.2. The Headteacher will:

- ensure that the school has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- together with the leadership team, be highly visible in the school to engage with children, staff and parents and promote high standards of behaviour
- ensure that all staff are successfully inducted into the school's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies

- ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
- ensure that safeguarding and child protection concerns are identified effectively, and children are offered support rather than sanctions when appropriate
- ensure parents are aware of the school's expectations and wherever possible, partner with them to understand and support any behavioural issues
- regularly seek 'children's voice' to understand the views and experiences of behaviour in the school
- regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law
- ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to children, and understood by all
- Ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying

5.3. Teachers

5.3.1. Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children¹

5.3.2. Teachers will:

- consider first whether a child's behaviour may be due to a safeguarding or child protection concern or an unmet need (e.g., unidentified or identified SEND, a mental health or other contextual factors) and adapt approaches accordingly
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to children's' needs to involve and motivate them

5.4. All staff

5.4.1. All staff are responsible for implementing measures in the behaviour policy to secure excellent standards of behaviour

5.4.2. All staff will:

- model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
- uphold the school approach to behaviour by modelling and teaching routines, values and standards in every interaction²

¹ DfE Teachers' Standards: see Teacher Standard 7 (<https://www.gov.uk/government/publications/teachers-standards>)

² See part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers

- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards

5.5. Children

5.5.1. Children are responsible for following the behaviour policy and upholding the school values. Most children will understand the behaviour expectations of the school and meet these standards with little support. However, some children will need significant and on-going support.

5.5.2. Children will:

- be made aware of the school's behaviour standards, expectations, rewards and sanctions
- receive an age-appropriate induction process, including those who are admitted mid-year, that familiarises them with the school's behaviour culture, expectations and routines
- receive regular and explicit teaching of behaviour expectations throughout the academic year
- be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour
- be made aware of the pastoral support that is available to them to help them meet the behavioural standards
- be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

5.6. Parents

5.6.1. Parents are responsible for working in partnership with the school to support and reinforce the behaviour policy.

5.6.2. Parents will:

- promote a positive culture of behaviour and celebrate their child's successes and achievements
- get to know the school's behaviour policy and reinforce the ethos and values of the policy with their child when necessary
- 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 relevant staff promptly – Mrs Steedman is the main point of contact if you have any behavioural concerns.
- Pastoral work following misbehaviour (for example: attending reintegration meetings or reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly. Mrs Steedman is the main point of contact.

6. Behaviour Curriculum

6.1. Hunnyhill primary want children to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with children by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
 - Acknowledging and praising behaviour that meets the expected standard
 - Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
 - Being clear and consistent in the use of sanctions
- 6.2. Children will also be taught explicitly and regularly about behaviour through: SCARF PSHE curriculum, No Outsiders, assemblies and circle time.
- 6.3. Any children who join mid-term will be given information about the school behaviour system and their understanding of this will be monitored by the class teacher.

7. Behaviour Expectations

- 7.1. In Hunnyhill primary, children are expected to:
- Be Ready
 - Be Respectful
 - Be safe
 - Dress in your full school uniform

Safeguarding

- 7.2. The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.
- 7.3. Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

8. Behaviour expectations and SEND

- 8.1. Some children who frequently display challenging behaviour may lack the ability to self-regulate because of a SEND or mental health issue. Perceived 'misbehaviour' may also be a sign that they are unable to access the work that has been set.
- 8.2. While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a child's SEND in the first instance. Consideration should be given as to whether children's needs are being adequately met and whether they can effectively access the curriculum.
- 8.3. Children learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.

- 8.4. Staff will be supported in this by the school's Inclusion Team and will have reference to the school's latest SEND policy and the DfE's Mental Health and Behaviour in Schools guidance³ [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- 8.5. In line with the Equality Act 2010⁴ and the Children and Families Act 2014⁵, the school will:
- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled child and,
 - use their 'best endeavours' to meet the needs of those with SEND (including children who have unidentified SEND)
- 8.6. At Hunnyhill we will make reasonable adjustments for behaviour according to individual needs. Examples of reasonable adjustments include:
- Providing equipment for children who struggle with memory and organisation
 - Allowing 'time out' for a short movement break or to go to a safe space when feeling overwhelmed
 - Allowing children to move or use a fidget tool agreed by the school
 - Adjusting uniform requirements if there are sensory or medical issues
 - Adjusting seating plans for children who have visual, hearing, sensory, attention or other areas of need
 - Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance
- 8.7. Children who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, review⁶. Where a child continues to experience difficulties, despite evidence-based support and interventions, the school may involve the following specialists:
- CAMHS
 - Primary Behaviour Service
 - Specialist teachers/support services
 - ELSA –Emotional Literacy Support Assistant
- 8.8. The SENCO, school staff, together with any specialists, and involving the child's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.
- 8.9. Where, despite the school having taken all relevant actions to meet the SEND needs of the child, they have still not made the expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.
- 8.10. If a child already has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must work with the local authority and other bodies.⁷

³ See chapter 3 – understanding the link between mental health and behaviour

⁴ Section 20 of the Equality Act 2010

⁵ Section 66 of the Children and Families Act 2014

⁶ See chapter 6 of the SEND Code of practice: 0-25 years

⁷ Section 29 and Section 42 of the Children and Families Act 2014

- 8.11. Patterns of challenging behaviour by children who are not on the SEND register, will be raised as a concern to the inclusion team for investigation into unmet or unidentified SEND or mental health issues using the school's cause for concern on Cpoms.

9. Responding to Positive Behaviour

- 9.1. Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the school using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.
- 9.2. The school recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.
- 9.3. When a child's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of children who require additional support with their behaviour.
- 9.4. The school will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the school's behaviour culture.

These are:

- Verbal praise
- Communicating praise to parents via a phone call or dojo
- Certificates in celebration assembly and stickers
- Positions of responsibility, such as junior governor status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

10. Responding to behaviour that is below the expected standard

- 10.1. Responses to unwelcome behaviour will always be made with the aim of helping children to make better decisions and choices in the same or similar contexts in the future. For most children, a gentle reminder or nudge in the right direction is all that is needed. However, for some children, more supportive measures and interventions will be required.
- 10.2. When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or accountability. The person best placed to manage the behaviour of a child is the class teacher or the member of staff who was there at the time.
- 10.3. Staff will endeavour to create a predictable environment by always responding to behaviour that falls short of the standards in a consistent, fair, and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

- 10.4. When managing behaviour, staff should also consider the possible impacts of trauma, using the “connect before you correct” approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.

11. Low level disruptions

- 11.1. Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be badly affected. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.
- 11.2. To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a child:
- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget tool.
 - Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted
 - Using first names, check the child’s understanding of what it is they need to do
 - Use clear, consistent language to explain the task and expected behaviours
 - Use positive language, signals and praise for doing the right thing
 - Stand closer to the child (being aware of their personal space) to signal their behaviour is being monitored
 - Verbalise self-regulation techniques and offer support e.g. ‘I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together’
 - Remind the child of expected behaviours again and consequences for further disruption
- 11.3. Low level disruptions can also occur outside of the classrooms, while moving around the school and during break and lunch times. Staff, including site managers, lunch time supervisors etc, will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined.

12. Sanctions

- 12.1. Where misbehaviour continues or there is a serious breach of the school’s behaviour expectations, the school may use a sanction. When taking this disciplinary action, the school will consider the following:
- That any contributory factors have been identified and considered e.g., if a child has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home
 - Whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the school Child Protection & Safeguarding policy and speak to the DSL or deputy at the earliest opportunity
- 12.2. Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. However, staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time children are in the school or elsewhere under the charge of a member of staff, including on school trips.

- 12.3. Sanctions must be reasonable and proportionate and consider any special circumstances. Staff should avoid moving through the Behaviour Steps too rapidly and, wherever possible, should implement the 'support pre-sanction' steps calmly and with care, allowing 'take up time' between each aspect of support given.
- 12.4. Following any sanction, the school will support the child to reflect on and understand their behaviour. This could be a short 'check-in' conversation or a longer more restorative meeting, depending on the individual circumstances. At the same time, staff will work together to understand a child's context as this will inform effective responses to more complex behaviours.
- 12.5. The school will plan and use age/developmentally appropriate strategies and interventions to support a child, without lowering expectations for any child's behaviour.

13.6 **Behaviour Steps**

Teachers must complete Appendix 2. To demonstrate/evidence behavior support.

Behaviour Steps:

The school uses the following behaviour steps to support behaviour needs:

- Trauma informed and attachment aware practice
- An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour
- Restorative communication
- Referral to school ELSA
- Referral to school nurture

The school may use the following sanctions together with pre and post support:

Step	Possible pre sanction support	Sanction	Possible post sanction support
1	<ul style="list-style-type: none"> ▪ An approach which is non-threatening (side on, eye level or lower, or if online speaking to the child in a quiet area) ▪ Remind: Ready Respect Safe ▪ Zones of Regulation ▪ Using positive language, discuss the impact of the behaviour and relate to expectations ▪ Check understanding of task ▪ Provide a refocusing task e.g., handing out books or equipment; asking a question they can answer 	<p><u>Verbal warning</u> Example script: 'this is the first verbal warning – please make the right choice and do X'</p> <p><u>Second verbal warning</u> with clear direction of expected behaviours. Example script: 'this is the second verbal warning and I expect you to do X'</p> <p><u>Third verbal warning - Paying back time</u> Example script: 'you will need to complete x amount of time to pay back the learning time you have missed from interruptions / not following instructions.'</p>	<ul style="list-style-type: none"> ▪ Restorative conversation with relevant staff member or peers ▪ Discussion with the child, including explaining what they did wrong and the impact of their actions. Reminder of behaviour expectations. ▪ Communication with parent or carer
Move to step 2 if the behaviour reaches 5 incidents over 3 weeks. Record all behaviour on cpoms.			
2	<ul style="list-style-type: none"> ▪ If appropriate, allow the child time to refocus and calm down ▪ Reminder of behaviour expectations and consequences for non-compliance ▪ Refer to previous excellent behaviour/learning as a model for the desired behaviour 	<p><u>Internal suspension:</u> An internal exclusion can be for a session, half day or whole day and depends on the age and need of the pupil. Internal exclusions will be managed during school hours by SLT. The Headteacher, Assistant Headteacher, Inclusion Lead and SENCo can issue internal exclusions.</p>	<ul style="list-style-type: none"> ▪ Communication with parent or carer ▪ Restorative conversation with relevant staff member or peers ▪ Short term behaviour report card ▪ Referral to Inclusion Team Support ▪ Possible referral to SENCO/DSL

	<ul style="list-style-type: none"> ▪ Short conversation outside of classroom ▪ Move location within classroom ▪ Remain for a short discussion after the session 		
Move to step 3 if the behaviour reaches 5 incidents over 3 weeks. Record all behaviour on cpoms.			
3	Once all de-escalation techniques outlined above have been tried	<p><u>Removal from class for a set period of time. Plan agreed with SLT/Teacher and Parent/carers</u> (see below for further details)</p> <p>Removal from classroom is a serious disciplinary sanction and will only be used once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.</p>	<ul style="list-style-type: none"> ▪ Communication with parent or carer ▪ Restorative conversation with relevant staff member or peers ▪ Longer term behaviour report card ▪ Specific intervention e.g., anger management, social skills group, resilience coaching ▪ Referral to SENCO ▪ Referral to LA Education & Inclusion Team ▪ Reintegration plan following several or extended removals from class ▪ Referral to Primary Behaviour Service
Move to step 4 after SLT/ School GB /External agency discussion. Headteacher final decision.			
4	Use of Primary Behaviour Service or Alternative provision (see below for further details)	<u>Suspension and permanent exclusion</u> (see below for further details)	Reintegration strategy and plan (Appendix 1)

STEP 3

Removal from classroom as a sanction does not include circumstances in which a child is asked to step outside the classroom briefly for a conversation with a member of staff and asked to return following this. It also does not include the use of any planned separation spaces such as sensory or nurture rooms for planned intervention or therapeutic work to support with behaviour.

If a child is removed from class the school will inform parents the same day via a phone call and if not answered a dojo message. If a child has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the school will notify the social worker or Virtual School Head of the removal taking place. If a child is looked after, their Personal Education Plans will be reviewed and amended to include behaviour support and intervention considering the reasons for removal from class.

The behaviours that may lead to removal from class include the following (note this list is not exhaustive): e.g. repeated verbal abuse, repeated refusal to work, threatened violence against child or staff etc

Children will remain in removal for no longer than is necessary. For most children this will be a maximum of the school day. However, there may be exceptional circumstances, which must be agreed by the Headteacher and communicated to the parents and the child in a timely manner, where children remain in removal for more extended periods. All children in removal will receive regular breaks, including movement breaks and food/drink breaks and opportunities to visit the toilet. Staff will be made aware of any medical needs and ensure any health care plans are fully implemented.

Staff will record all incidents of removal from the classroom along with details of the incident that led to removal, and any protected characteristics of the child on Cpoms.

The school will collect, monitor and analyse this data weekly to examine repeat patterns and the effectiveness of the use of removal. This information will be used to provide timely intervention and support to children. This may include a pastoral review and/or investigation by the DSL and/or SENCO. Parents will be informed of the outcome of any investigations.

This data and the impact of interventions to support behaviour is reviewed at the termly governing body meetings.

STEP 4

Suspension and permanent exclusion

Suspensions will be used as a last resort. However, it is acknowledged that they are sometimes necessary to ensure a calm and safe environment for all children and staff. Headteachers can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following extensive support and intervention. In deciding whether to issue a suspension or permanent exclusion the school will have reference to Hunnyhill Suspension and Exclusion policy and legislation that governs the suspension and permanent exclusion of children (The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012).

Where the child has an identified special education need or disability and is receiving support at the level of School Support (SEND register) headteachers should ensure the Education Director has been contacted for consultation before a decision to permanently exclude has been made. If the child has a Child protection or Child in Need Plan or is a Looked after Child, headteachers are encouraged to consult with their Education Director before a decision to permanently exclude has been made.

Where the child has an Education, Health and Care Plan (EHCP), the Director of Inclusion, must have been contacted for consultation before a decision to permanently exclude has been made.

13. Supporting children following a serious sanction

13.1. Level 3

- Children who need more intensive support with their behaviour or pastoral needs or who are at risk of suspension or permanent exclusion may be referred to spend time in the schools's nurture room, The

aim of the nurture room is to improve behaviour so that the child can successfully reintegrate back into mainstream lessons. The school will:

- carry out regular safe and well checks and monitor attendance and punctuality daily.
- deliver a broad and balanced curriculum offer that aligns to the curriculum in mainstream lessons, satisfies any relevant legal requirements regarding the school's curriculum, and supports reintegration. The curriculum may be personalised to address specific support needs individual children may have
- maintain a positive, visible presence from school leaders to make the pupil support unit an integral part of the school
- deploy staff with the appropriate skills set to the pupil support unit so children can be supported with their behaviour and learning needs to ensure effective impact and progress
- regularly monitor the progress of all children in the nurture room.
- follow the school's Reintegration Strategy (see Appendix 2) and review reintegration plans at regular intervals
- actively involve children and parents in reintegration discussions

13.2. Level 4

- Extended period of removal from classroom or off-site direction or suspension or when a child is allowed to return to the school when their permanent exclusion is overturned by a governing board or independent review panel
- The school will follow the Reintegration Strategy (see Appendix 1) to provide the child with support and a fresh start so they can reintegrate successfully back into school life. As outlined in the Reintegration Strategy, children should not receive further sanctions following a suspension. However, they may receive additional behaviour support and intervention in as part of their agreed plan.

The aim of the reintegration strategy is for the child to:

- Feel well supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with the school's culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

The strategy includes meeting with the child, parents, school staff and any relevant agencies and agreeing a plan with personalised targets. The plan will also include:

- Reasons for the child's behaviour that led to the sanction
- Support that will be offered by the school
- Signposting or referral to support available outside of the school
- SEND support, as appropriate

The school will always communicate the importance of both the child and their parents attending the meeting. However, where parents do not attend, the school will not:

- Refuse to let the child return to the school

- Extend the sanction within the school e.g. internal isolation, or extend a suspension or off-site period if the school cannot arrange a meeting time

If parents don't attend, the school will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support (for example, Early Help).

13.3. Part Time Timetables

- 13.3.1. A part time or reduced timetable should not be used to manage a child's behaviour. In exceptional circumstances, where it is in the child's best interests, there may be a need for a temporary part time timetable to meet individual needs. For example, where a medical condition prevents a child from attending full time education and a part-time timetable is considered as part of a re-integration package. Medical needs may include significant mental health needs such as severe anxiety, eating disorders, post-traumatic stress disorder (PTSD) and severe depression or other mood disorders. Wherever possible, medical evidence should support the use of part time timetables. However, where this is not possible, e.g. while waiting for referral to CAMHs, this should not prevent the use of a part time timetable if the school and parents agree it is in the best interests of the child.
- 13.3.2. A part-time timetable must not be treated as a long-term solution. All part time timetables should be reviewed at least every two weeks. Any agreement must have a time limit by which point the child is expected to attend full-time or be provided with alternative provision. A maximum of six weeks of reduced or part-time timetable is advised unless there is medical evidence to warrant an extension.
- 13.3.3. The school will ensure that the DSL has been consulted, a risk assessment carried out and suitable robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.

14. Adapting sanctions for children with SEND

- 14.1. 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
 - Whether the child was unable to act differently at the time because of their SEND
 - Whether the child is likely to behave aggressively due to their SEND
- 14.2. If the answer to any of these questions is yes, the school must ensure that reasonable adjustments to the behaviour policy have been put in place to support the child fully.
- 14.3. Any adaptations to sanctions because of a child's SEND will be recorded on their SEND profile and clearly communicated to staff, parents and child.
- 14.4. If a sanction is applied to a child with SEND but their behaviour continues to fall short of school expectations, a review of the child's needs and current support should be undertaken as a next step, rather than giving them an immediate further sanction or increase to the level of sanction.
- 14.5. If required, further advice and guidance will be sought from the school's SENCO.

14.6. Physical Intervention

- 14.7. What is Physical Intervention?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

14.8. Who can use physical intervention?

- All members of school staff have a legal power to use physical intervention.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on a school organised visit.

14.9. When can physical intervention be used?

- Physical intervention can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, physical intervention is used for two main purposes – to control children or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where physical intervention can and cannot be used.

14.10. The school can use physical intervention to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.

14.11. School cannot:

- use Physical intervention as a punishment – it is always unlawful to use force as a punishment.

14.12. All use of Physical Intervention must be recorded and reported to parents

14.13. When considering using physical intervention, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

14.14. Wherever possible positive handling will be carried out by trained staff who are competent in the use of Maybo.

14.15. Further information and guidance on the use of reasonable force can be found in the DFE publication <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

15. Restraint / Positive handling plans

15.1. Where a child's behaviour could present a significant risk of injury to themselves, other people, or property the school will complete a risk assessment and determine if an individual child requires a positive handling plan to be put in place.

15.2. These plans will be developed in the child's best interests and agreed by staff, parents and the child concerned wherever possible. They will be reviewed at least termly or when the needs of the child change.

15.3. The plan will document situations that may trigger challenging behaviour and any successful preventative strategies. The plan will also document how physical intervention should be used appropriately.

16. Recording, reporting and responding to incidents of restraint/positive handling/use of reasonable force

16.1. All incidents of positive handling/restraint must be notified to the safeguarding team using the 'Physical Intervention form'. In addition, the PI form should be given to the Inclusion Lead who will upload onto CPOMs into the child's record.

16.2. Parents will be informed on the same day as the incident and invited to discuss the incident as soon as practicable.

17. Behaviour outside of school premises

17.1. The school can sanction children for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that might result in a sanction includes misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from the school
- when wearing school uniform

- when in some other way identifiable as a child at the school
 - that could have repercussions for the orderly and safe running of the school
 - that poses a threat to another child
 - that could adversely affect the reputation of the school
- 17.2. The decision to sanction a child will be lawful if it is made on the school premises or elsewhere at a time when the child is under the control or charge of a member of staff of the school.
- 17.3. When non-criminal poor behaviour and bullying occurs off the school premises or online and is witnessed by a staff member or reported to the school, the school will:

Follow the school Anti-Bullying policy.

18. Searching, screening and confiscation

- 18.1. Searching, screening and confiscation will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) and OAT's Searching, Screening and Confiscation Policy.
- 18.2. Headteachers and the staff they authorise have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the child may have a banned item.
- 18.3. These banned items are:
- knives and weapons
 - Alcohol
 - illegal drugs
 - stolen items
 - any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the child).
 - tobacco and cigarette papers
 - e-cigarettes or vapes
 - Fireworks
 - pornographic images
 - weapons
- 18.4. As long as it is reasonable in the circumstances, school staff are permitted by law to take temporary possession of any suspected illegal substance or prohibited item.

19. Suspected criminal behaviour

- 19.1. If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- 19.2. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

- 19.3. If a decision is made to report the matter to the police, the headteacher/DSL/Member of SLT will make the report.
- 19.4. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- 19.5. If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate. All investigations, decisions, actions and rationale behind decisions and actions must be recorded on CPOMs.

20. Child on child abuse sexual violence and sexual harassment

- 20.1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned.
- 20.2. The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. All staff must challenge all inappropriate language and behaviour between children and ensure respectful relationships and high standards of conduct between staff and children at all times.
- 20.3. Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the safeguarding principles set out in [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will advise on the school's initial response. Each incident will be considered on a case-by-case basis and sanctions may be applied whilst other investigations by the police and/or children's social care are ongoing.
- 20.4. All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.

21. Behaviour incidents online

- 21.1. The school expects the same standards of behaviour online as offline: everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.
- 21.2. When an incident involves nude or semi-nude images and/or videos, staff should refer the incident to the DSL (or deputy).

22. Malicious allegations

- 22.1. Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.
- 22.2. Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.
- 22.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO) will consider whether the child who made the allegation is in need of help. If so, a referral to children's social care may be appropriate.
- 22.4. The school will also consider the pastoral needs of staff and children accused of misconduct.

Mobile phones

- 22.5. At Hunnyhill Primary we do not allow phones to be used by pupils on the school site..
- 22.6. Allowing access to mobiles in the school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. For that reason, all mobile phones must be handed in to the office or class teacher on arrival at school.

23. Staff induction, development and support

- 23.1. As part of their induction process, staff at Hunnyhill are provided with training on managing behaviour, including training on:
 - The Equalities Act and preventing disability discrimination
 - Harmful Sexualised Behaviours
 - Trauma informed practice
 - De-escalation techniques
 - Restorative communication
 - The use of Maybo
 - How child protection, safeguarding, SEND and mental health needs impact behaviour
- 23.2. Behaviour management will also form part of continuing professional development.

24. Monitoring and evaluating school behaviour

- 24.1. The school will collect data on the following:
 - Behavioural incidents, including removal from the classroom
 - Attendance, permanent exclusion and suspension
 - Incidents of searching, screening and confiscation
 - Incidents of positive handling/reasonable force

- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

24.2. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

24.3. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies and practice to tackle it.

25. Children's Voice

25.1. The school commits to listening to the voices of children and, in line with Article 12 of the [United Nations Convention on the Rights of the Child](#) (UNCRC), will provide an opportunity for all children to have a say in matters which affect them and to be involved in decisions that affect them, as far as is appropriate. At Hunnyhill children's views will be gathered through Junior Governors, circle time and surveys.

26. Complaints

26.1. Complaints regarding any aspects of the Behaviour Policy will be addressed under the school Complaints Policy.

26.2. Concerns about wrongdoing at Hunnyhill Primary in relation to the behaviour policy, such as malpractice, mismanagement or breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or be fellow employees should be raised using the Whistleblowing Policy.

Appendix 1 - Hunnyhill Primary School Reintegration Strategy

Reintegration should always follow a sanction. One of the purposes of a sanction is to improve behaviour by supporting children to understand and meet the behaviour expectations of the school. The reintegration strategy should support the child to reengage as soon as possible in their mainstream education timetable.

The aim of the reintegration strategy is for the child to:

- Feel well supported to be able to succeed
- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with the school's culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

Reintegration should occur whenever a sanction has been issued. For low level sanctions this may include:

- a quick restorative conversation with the relevant staff member
- a discussion with the child to explain what they did wrong and the impact of their actions
- a reminder of the behaviour expectations
- communication with parents

To support successful reintegration, there may also be a requirement for a formal recognition of behaviour expectations using a short-term behaviour report card or behaviour contract.

Reintegration following more serious sanctions, off site direction, suspension or rescinded permanent exclusion

The school will arrange a reintegration meeting following serious sanctions e.g., repeated removal from classroom, off site direction, suspension, or rescinded permanent exclusion. The meeting should always include the child and, wherever possible, parents, school staff and any relevant agencies to agree a plan with personalised targets. The plan will also include:

- Reasons for the child's behaviour that led to the sanction
- Support that will be offered by the school
- Signposting or referral to support available outside of the school, if appropriate
- SEND assessment or support, if appropriate

The school will always communicate the importance of both the child and their parents attending the meeting. However, where parents do not attend, the school will not:

- Refuse to let the child return to the school
- Extend the sanction within the school by, for example, issuing an internal isolation period, or extending a suspension or off-site period if the school cannot arrange a meeting time

If parents don't attend, the school will provide them with a copy of the meeting notes and reintegration plan, as well as details of how they can access any support.

Guidance on the reintegration meeting

All meetings should reflect individual contexts and consider the needs of the child. The child may not be able or ready to verbalise their feelings around the issues. If this is the case and a child presents as 'shutting down', the following could be considered:

- provide alternative means of communication e.g., writing, drawing
- ask the child if they would prefer to speak to a different adult
- outline clear expectations of behaviour and return to the wider issues at a later time or date

What questions might be asked during a reintegration meeting?

Understanding impact of behaviour on self and others (child)

- Have you reflected on what happened? What are your thoughts
- What were you thinking/feeling at the time?
- How did this make people feel/was anyone affected by your actions? In what way?
- What do you think now?
- What could we/you do to put things right?
- How might we/you do things differently in the future?
- How could you be supported to try to make sure that this doesn't happen again? [process to improve behaviour over time]

Understanding any additional needs of the child

- What do you find hard/tricky? [probe subjects, relationships, times of school day etc]
- What would help you?
- What strategies should you/staff use?
- What is working well?

Understanding the views of the parent/carer

- How are you supporting your child? What works/what is not working?
- What does your child do well? What makes you proud?
- What can we do to help?

Reflections from school staff / other professionals

- What does the child do well? What works/what is not working?
- What could we offer the child to support improvements in behaviour?

What areas for development for the child might be considered?

Plans for teaching behaviour explicitly

- Practicing rules, routines, and expectations for in class behaviour
- Practicing rules, routines, and expectations for out of class behaviour
- Developing respectful relationships with adults
- Developing calm and positive relationships with children
- Managing strong emotions

Motivation to succeed

- Areas of strength

- Areas of enjoyment
- Rewards
- Short, medium and long term goals

The following templates are examples which could be used to support the reintegration process. They should be adapted to suit the school's context and the age and needs of the child.

Appendix 2 - Hunnyhill Primary School Behaviour Steps Record

Pupil Name:	Class/Year:	Class Teacher:
Date:	Social worker:	SEND/PP/LAC:

Behaviour Steps Record
Please highlight and annotate for each pupil

<p>The school uses the following behaviour steps to support behaviour needs:</p> <ul style="list-style-type: none"> ▪ Trauma informed and attachment aware practice ▪ An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour ▪ Restorative communication ▪ Referral to school ELSA ▪ Referral to school nurture 			
<p>The school may use the following sanctions together with pre and post support:</p>			
Step	Possible pre sanction support	Sanction	Possible post sanction support
1	<ul style="list-style-type: none"> ▪ An approach which is non-threatening (side on, eye level or lower, or if online speaking to the child in a quiet area) ▪ Remind: Ready Respect Safe ▪ Zones of Regulation ▪ Using positive language, discuss the impact of the behaviour and relate to expectations ▪ Check understanding of task ▪ Provide a refocusing task e.g., handing out books or equipment; asking a question they can answer 	<p><u>Verbal warning</u> Example script: ‘this is the first verbal warning – please make the right choice and do X’</p> <p><u>Second verbal warning</u> with clear direction of expected behaviours. Example script: ‘this is the second verbal warning and I expect you to do X’</p> <p><u>Third verbal warning - Paying back time</u> Example script: ‘you will need to complete x amount of time to pay back the learning time you have missed from interruptions / not following instructions.</p>	<ul style="list-style-type: none"> ▪ Restorative conversation with relevant staff member or peers ▪ Discussion with the child, including explaining what they did wrong and the impact of their actions. Reminder of behaviour expectations. ▪ Communication with parent or with Virtual School Head for looked after children
Move to step 2 if the behaviour reaches 5 incidents over 3 weeks. Record all behaviour on cpoms.			

2	<ul style="list-style-type: none"> ▪ If appropriate, allow the child time to refocus and calm down ▪ Reminder of behaviour expectations and consequences for non-compliance ▪ Refer to previous excellent behaviour/learning as a model for the desired behaviour ▪ Short conversation outside of classroom ▪ Move location within classroom ▪ Remain for a short discussion after the session 	<p><u>Internal suspension:</u> An internal exclusion can be for a session, half day or whole day and depends on the age and need of the pupil. Internal exclusions will be managed during school hours by SLT. The Headteacher, Assistant Headteacher, Inclusion Lead and SENCo can issue internal exclusions.</p>	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Restorative conversation with relevant staff member or peers ▪ Short term behaviour report card ▪ Referral to Inclusion Team Support ▪ Possible referral to SENCO/DSL
Move to step 3 if the behaviour reaches 5 incidents over 3 weeks. Record all behaviour on cpoms.			
3	Once all de-escalation techniques outlined above have been tried	<p><u>Removal from class for a set period of time. Plan agreed with SLT/Teacher and Parent/carers</u> (see below for further details)</p> <p>Removal from classroom is a serious disciplinary sanction and will only be used once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.</p>	<ul style="list-style-type: none"> ▪ Communication with parent or with Virtual School Head for looked after children ▪ Restorative conversation with relevant staff member or peers ▪ Longer term behaviour report card ▪ Specific intervention e.g., anger management, social skills group, resilience coaching ▪ Referral to SENCO ▪ Referral to LA Education & Inclusion Team ▪ Reintegration plan following several or extended removals from class ▪ Referral to Primary Behaviour Service
Move to step 4 after SLT/ School GB /External agency discussion. Headteacher final decision.			
4	Use of Primary Behaviour Service or Alternative provision (see below for further details)	<u>Suspension and permanent exclusion</u> (see below for further details)	Reintegration strategy and plan (Appendix 1)

Notes - Please date

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