


<p>Hambleton Primary Academy</p> <p>2024-2025</p>		<p>Behaviour and Relationships Policy</p>
<p>Approved by:</p>	<p>Holly Wood - Headteacher</p>	<p>Date: September 2024</p>
<p>Last reviewed on:</p>	<p>September 2024</p>	
<p>Next review due by:</p>	<p>September 2025</p>	

Statement of Intent

To provide a safe, caring, well-ordered environment where every child is treated with consideration, fairness and respect. To use positive behaviour support to encourage pupils who may display challenging behaviour.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and pupils
- Give a clear understanding of staff roles

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'

- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Equality and Diversity Statement

Hambleton Primary Academy is committed to the fair treatment of all in line with the Equality Act 2010. Hambleton Primary Academy is committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. Hambleton Primary Academy aims to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

- **Roles and responsibilities**

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school agreements and any disciplinary sanctions for breaking the agreements.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Pastoral lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the pastoral lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 SENCO.
 Headteacher.
 Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child’s behaviour.

- **Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its agreements and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Introduction

At Hambleton, our mission statement is to be Respectful, Responsible and Ready to Learn. Hambleton Primary Academy is an inclusive and restorative Academy. We expect positive behaviour for learning. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We promote restorative and emotion coaching principles, which encourage the development of emotional regulation through supportive relationships. We foster these principles in the whole culture of our Academy. We believe conversations and praise are the most powerful forms of influencing a child’s behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

- **Our three non-negotiables are:**
 - *Be respectful, Be Responsible and Be Ready to Learn*

The non-negotiables are consistently applied to all situations throughout the school day and also on school trips and residential etc. This promotes our high standard of expectations from all, at Hambleton Primary Academy.

Be respectful	Be responsible	Be ready to learn
Say please, thank you and you’re welcome. Be respectful and careful with others belongings.	Reading at home and remember your book bag, every day.	Calm and quiet around the school environment. Sitting still on the carpet or chair.

<p>Hold doors open for each other. Use appropriate words and a kind tone. Talk kindly to all members of Hambleton Primary Academy. Say good morning/afternoon to teachers and other children. Using the toilets properly and respectfully.</p>	<p>Remembering to have your iPad/device fully charged every day. Tidying up your own workspace and the classroom. Accepting responsibility if you make a mistake and accepting the consequences. Making sure your uniform is labelled and looking after your own property.</p>	<p>Being in the right place at the right time. Lining up quietly and in a straight line, in the yard, after break and play. Always listen to your teacher, giving the teacher 100% of your attention. Walking down the corridor on the left, quietly and in single file. Go to the toilet at an appropriate time.</p>
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Rewards, consequences and support

Reward systems are effective motivators in the development of positive behaviour, helping pupils to see that good behaviour is valued. Pupils respond positively to praise and encouragement and look forward to rewarding experiences offered as a consequence of appropriate behaviour.

Student Leadership

We formally recognise learners who go 'above and beyond' our standards of positive behaviour through further children leadership opportunities across the school. Children can become members of the Student Council, Mini SLT, Subject Ambassadors, as well as roles and responsibilities for Year 6, such as Buddies, Tech-Team Ambassadors, Tech Monitors, Head Boy and Girl, Deputy Head Boy and Girl, House Captains, Sports Captains, EYFS Helpers, Office Workers and the Achievement Assembly Team.

House Points:

All children and adults belong to a House at Hambleton Primary Academy. This sense of belonging is the basis of our recognition system. It encourages a real sense of *pride*, fostering our community spirit and reinforcing our driver of 'Community'.

There are four houses:

- Rubies (red)
- Emeralds (green)
- Diamonds (yellow)
- Sapphires (blue)

Children will earn a **house point** by expertly displaying our Non-negotiables and / or School Drivers in all aspects of their Academy life. This may include displaying *resilience and teamwork* to solve a problem in Mathematics, consistent *pride* in being ready to learn or showing *care* to children. ALL staff will award **3 points** for achieving Star of the Week, **2 points** for achieving a 'Wow Moment' card. **5 points** will also be awarded for achieving the weekly Headteacher's Award.

Adults record house points on Class Dojo. The leading House is announced during the Celebration Assembly each week.

At Hambleton Primary Academy praise and encouragement is used to develop pupil confidence and self-esteem. For some pupils, additional incentives might be through access to favoured activities and 'motivators' can be offered alongside praise. Pupils are rewarded for good behaviour, achievements and hard work in a variety of ways.

These include:

Weekly:

- **Wow Moment Cards:** Wow Cards are awarded during the week and these reward effort and hard work. These will go home, for Parents/Carers to see. The purpose of the 'Wow Moment Card' is to develop 'Self Esteem' and 'Self Actualisation'. These cards go home with the children at the end of the day, so parents/carers gain an insight into all the great work their child has been doing in school.
- Class teachers choose one child every week who is 'Star of the Week' and they receive 3 extra House Points and their success is displayed on the School's Facebook Account.
- **Headteacher's Award,** for going 'Above and Beyond' and being consistent in following our Non-Negotiables and School Drivers during the week. They will receive 5 extra house points and a certificate will go home and their success is displayed on the School's Facebook account.
- **Line Winners:** a class from Rec/KS1 and KS2 are given points during the week for 'Best Lining Up'. These points are collated and the winning Year Groups are awarded an extra break.

Termly:

- House Point winners are awarded with a 'treat', which can include things such as a 'Games Afternoon, Trip to the Park, Barbeques, Water Fights' etc. These are decided by SLT and the House Captains in Year 6.

Yearly:

- Trophies are awarded for achievements in: Humanities, STEM, Creative Arts, Languages, Music and Sports (most courageous and best sportsmanship).
- Awards for 'Child of the Year', in which parents are invited in.
- Annually the Academy participates in 'Sports Day with the points added to each House'.
- House Champions have their house ribbons added on to the house cup at the end of the year.

Developing a Culture of Positive Relationships and Behaviour

● **Teaching and Learning**

In order to further support positive behaviour within school a variety of additional strategies are used. At the most fundamental level this includes the delivery of a stimulating, engaging and appropriate curriculum, appropriately differentiated to meet need. Promoting positive behaviour enables high standards of teaching and learning to be achieved. A well - designed and relevant curriculum helps develop and maintain positive behaviour and engages pupils of all abilities.

● **Supportive Environments for pupils**

The impact of the environment on a pupil's behaviour is a major consideration. In order to develop positive and appropriate behaviour, the environment must be supportive, relating to the attitudes and actions of the people in the environment. Responsibility for the environment rests with every member of the school team and the right to work in a supportive environment is recognised for staff and pupils alike.

A supportive environment is characterised by:

- calm, purposeful atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

In creating a welcoming and supportive environment, pupils will begin to feel good about themselves, their peers and the classroom team.

Understanding Behaviour

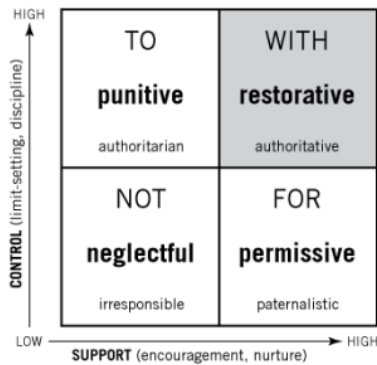
At Hambleton Primary Academy we believe that **behaviour** is a form of **communication** and as such purposeful behaviour generally meets some kind of need. Such underlying reasons and factors which affect these responses can depend upon the significance and complexity of the individual's needs, combined with a variety of contextual factors.

At Hambleton Primary Academy we understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke plans which are based on individual needs, positive relationships and may include rewards or further recognition to reinforce positive behaviour. Schools will work with parents and carers to create plans and review them on a regular basis. When necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and other professionals, to identify specific support needed.

We recognise there are some learners who have additional needs and require interventions over and above the majority to enable them to display ready, respectful and safe behaviour. Therefore, whilst the policy will be used with these learners, additional supportive strategies will be outlined on their Individual Education Plan (IEP) and / or Education, Health, and Care Plan (EHCP).

Hambleton Primary Academy follows a graduated response to identifying needs and implementing support. Please see appendix four for Hambleton's 'Pathway of Support **Pyramid**'.

The use of Restorative Approaches to address Negative Behaviours The aim of all restorative work is to work 'with' the students as opposed to doing 'to' or 'for' them. This is shown in the Social Discipline Window (Wachtel and McCold).



Central to restorative work is the notion of fair process, that all interactions around relationships and positive behaviour should be explored in an engaging, open and transparent manner. Restorative practice is based on the premise that, where conflict occurs, either or both parties and their relationships are harmed and it is this harm that needs to be addressed. The objective of a restorative approach is to ensure that ownership of the behaviour and/or conflict rests with those directly involved and that it is also their responsibility to find a resolution to the problem. In particular, the perpetrator is responsible for repairing harm and working towards positive outcomes and opportunity is always given to make amends and expressing remorse.

Developing a restorative culture means teaching and ensuring pupils have the language they need to express themselves (which is central to all restorative strategies). The more adults are aware of their own language, use restorative vocabulary and model desired behaviours, the more young people will mirror this.

Examples of this are:

- **Affective statements** – including a ‘feeling’ in a description of behaviour in order to support communication e.g. ‘You made me feel sad/angry/embarrassed when you’
- **Re-framing** – i.e. focussing upon the key aspects of what is being said, e.g. ‘So I heard you say that you get angry when Mrs X does....’. This demonstrates to the speaker you have listened and reduces the emotional impact of language used.

Key questions are asked following an incident depending on the pupils understanding:

- What happened? How did you get involved?
- What were you thinking and feeling when you...?
- What have you thought about/ felt since?
- Who has been harmed and/ or affected?
- How do you think they felt?
- What needs to happen now?
- What can we do to make this better?

If a pupil does not have the language and communications skills or the understanding, then pupils will be asked to complete the following chart with a member of staff.

Our Restorative approach includes a wide variety of positive behaviour strategies such as mindfulness, listen and move, friendship groups, drawing & talking, NDCS

Healthy Minds, Music Intervention, Forest School, social stories and a total communication approach.

Personalised Approaches

The following approaches may be used for individual pupils:

- Use of circle time to discuss difficult relationships and identify constructive responses.
- PSHE / RSE Curriculum, Restorative check ins and check outs, The Zen Den, Zones of Regulation, Assemblies, Themed days, Roles of responsibility (i.e. Mini SLT and Student Council)
- Structured break time activities, teaching play and social skills (Opal Play)
- The 'Worry Monster' (Available in the Zen Den)
- High adult presence and visibility during unstructured times
- Teaching alternative behaviour by taking quiet times when pupils are under stress.
- Providing the pupil with channels of communication which may include peer support, or 1:1 time with a designated member of staff.
- Ensuring that all staff coming into contact with the pupil are briefed on potential triggers and effective ways of distraction.
- Ensuring that any pupils with complex behaviour are fully included through appropriate environmental and curriculum adaptations wherever possible and within the parameters of the provision on offer at Hambleton Primary Academy

In order to achieve this all members of staff at Hambleton Primary Academy are committed to observing the following key principles.

Key Principles

- Be positive – in all your interactions with pupils. Comment on the positive things pupils do. Avoid negative language around negative behaviour; it will only reinforce it. Reprimands should be delivered in a planned and considered manner with respect for the pupil's dignity.
- Remain consistent – be predictable and reliable adhering to the same approaches and routines. • Strive to understand more – analyse behaviour and study its affect. Ask why things happen, seek solutions.
- Stay calm – in difficult situations, don't become part of the problem by losing control. Become part of the solution by remaining clear headed and rational. • Work together – no one person has all the answers. Present a coherent and united front at all times. The pupils will respond to this.
- Seek advice and support – be comfortable about talking things through with others; it is expected of you and will help you succeed.
- Celebrate achievement – focus on the positive not the negative.
- Support your colleagues – trust the professionalism and judgement of others. Do not contradict another member of staff in front of pupils or colleagues. If you are not sure of something they are doing, ask them about it later in private.
- Respect confidentiality – be sensitive to the sensitivity of the work we do. You must not discuss any incident you witness unless it is for the benefit or safeguarding of that pupil.

- Plan strategically – working towards the long-term benefits and not the short term gains.

All members of staff are required to abide by these key principles at all times and to encourage and support their colleagues in upholding these fundamental elements of behaviour support.

Working with Families and Other Agencies

It is imperative that the school works closely with each pupil's parents or carers to evolve effective strategies in order to support pupils across a range of contexts. Timely liaison and collaboration is required in order to develop consistent approaches. These enable pupils to generalise appropriate learning and in order to support both families and professionals in their work with the pupil.

Hambleton Primary Academy will actively engage other agencies and professionals where it is considered by the school and the pupil's parents/carers that this action is in the best interests of the pupil. This will be done through conversations with parents/carers and referrals to other professionals.

External agencies will be supported to either engage:

- with parents/carers/pupils directly or
- with school or
- a combination of all.

Use of Sanctions

Sanctions must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability, whether English is not their first language and any religious requirements affecting them.

- **Consequence System**

All members of our school community are expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. We recognise that behaviour is a form of communication and our restoration process is the most important part of our consequence and support system.

Adults in school will support children where possible and needed to make the right choices and redirection or reminders will be used proactively and supportively. At Hambleton Primary Academy we also recognise that school is a safe place for mistake making and that such learning is vitally important for social and emotional development. Students often need support with conflict resolution and we use restorative practice with adult scripted interventions in a calm and consistent manner, with any child who is hindering their own learning and that of other children.

School actions when expectations are not met

Within the school day there are a number of situations, which may occur that require different levels of intervention. The school is committed to ensuring that the way it reacts to

such situations is consistent whilst also dealing with each incident individually and to take all circumstances into consideration. Consequences will be applied when inappropriate behaviour occurs. Pupils do not respond in a positive way to being shouted at by an adult and will either become extremely distressed or over-stimulated and likely to behave inappropriately. Similarly, other pupils in the vicinity may become distressed or over-stimulated by shouting causing difficulties to escalate. Where it is felt that a reprimand is necessary and will be effective, this should be delivered in a calm and quiet manner in such a way as not to provoke further inappropriate behaviour or trigger inappropriate behaviour in other students.

Definitions Low level unacceptable behaviour:

For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Rudeness
- Refusing to complete classwork
- Disruption on school transport

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

Serious unacceptable behaviour:

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including,:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Child on Child Abuse (See Child on Child Abuse Policy for more details)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

Challenging Behaviour:

For the purpose of this policy, the school defines “challenging behaviour” as any behaviour which includes but not limited to, the following:

- Discriminative abuse
- Verbal abuse • Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

Consequences

Corporal punishment is illegal in all circumstances. Rewards are central to the encouragement of good behaviour alongside a need for consequences to communicate the disapproval of unacceptable behaviour.

The use of consequences should be characterised by certain features:

- It must be clear why the consequence is being
 - It must be made clear what changes in behaviour are required to avoid future consequences
 - Group consequences should be avoided as this breeds resentment
 - There should be clear understanding of the different levels of behaviour.
 - The focus should be on the behaviour not the pupil
- Consequences could range from:
- expressions of disapproval
 - withdrawal of privileges
 - loss of break times
 - phone calls home to parents/carers to discuss behaviour
 - referral to the Deputy Head or the Headteacher
 - letters to parents/carers, internal exclusions
 - fixed term exclusions and in the last resort permanent exclusion (following the LEA guidelines).

Serious Incidents

Any escalation of the above can lead to a more serious incident, for example:

- *in physical violence towards staff or pupils*
- *intentional damage to property*
- *Homophobic/Racist incidents*
- *Online bullying*
- *leaving the school building.*

In such situations, a range of more serious consequences may be applied and Parents/Carers will be informed.

If a serious incident occurs the consequences may be:

- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

The use of Exclusion

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the schools Behaviour Policy, considering all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Hambleton Primary Academy will only exclude a pupil where it is absolutely necessary, and where all other possible strategies, as detailed in the school's Behavioural Policy, have failed to be successful.

- **Internal Exclusion:** Pupils who receive an internal exclusion will spend time working out of class under supervision. Time will be spent at quiet times with key staff looking at strategies for understanding feelings and making the right choices.
- **Fixed Term Exclusion:** The school will try whenever possible to keep the number of days a pupil is excluded to a minimum. In most cases exclusions of 1- 3 days are appropriate. In some serious cases longer exclusions may be imposed or an initial period of exclusion set, pending the outcome of an investigation. The Headteacher may exclude a pupil for a fixed term of up to 45 days in an academic year. Where exclusion exceeds five days, the school will arrange for work to be sent home for the pupil to complete.
- **Permanent Exclusion:** This is the final sanction when school has exhausted all means at its disposal to help a pupil with their behaviour. The school must be convinced that to keep a student on-roll would seriously impair the education and/or safety of other pupils. There are also rare cases when a single incident may cause the Headteacher to recommend permanent exclusion to the Governing Body.

Physical intervention

Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical intervention may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups

- **Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Hambleton Primary Academy will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Anti-bullying Policy – (Please refer to the full document for more detail) Any incident of bullying should be dealt with immediately by the member of staff that is made aware. The Head or Deputy should be informed and will make the judgement as to whether the parents/carers should be contacted

- **Sexual abuse and harassment**

Hambleton Primary Academy will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

Hambleton Primary Academy will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where Hambleton Primary Academy is responding to a report of sexual violence, Hambleton Primary Academy will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

- **Smoking and controlled substances**

Hambleton Primary Academy will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

Hambleton Primary Academy has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

- **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Hambleton Primary Academy will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**
- **Energy drinks**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

- **Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

SEND Code of Practice

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using a graduated response. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting a graduated response process, then exclusion may be considered.

In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before a graduated response process has been completed by school.

Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

Duty to inform parents Following the Headteacher's decision to exclude a pupil, they will immediately inform the parents, in person or by telephone, of the period of the exclusion and the reasons behind this.

- **Data collection and behaviour evaluation**

Hambleton Primary Academy will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an [annual](#) basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is [September 2025](#).