



Hardy Mill Primary Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in school](#)
- [Supporting pupils with medical conditions at school](#)
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

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

3. Definitions

Negative behaviours are referred to as **AMBER** behaviours and are defined as:

- Behaving in a way which is unsafe or making others unsafe
- Disrupting lessons
- Wasting time in lessons
- Spoiling other children's playtimes
- Talking when the teacher is talking
- Showing disrespect when speaking with a member of staff

Serious negative behaviours are referred to as **RED** behaviours and are defined as:

Following an amber warning, continuing to behave in a way which is unsafe or making others unsafe

- Repeated breaches of the school rules
- Any form of bullying
- Physical aggression
- Verbal aggression
- Swearing
- Stealing
- Dishonesty
- Refusal to follow instructions given by a member of staff
- Damaging school or other people's property
- Discrimination including the use of derogatory language

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include but is not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying

- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation
 - Gender based bullying, including transphobic bullying

Details of our school approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The head teacher

The head teacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (**Appendix 1**)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 11.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour choices (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they do not meet the standards

- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

By having simple, clear and well communicated expectations of behaviour, and by providing staff with bespoke training on the needs of the pupils, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

Hardy Mill School Rules

To keep ourselves and others safe and to be able to learn well:

- *We are the best that we can be in all that we do and say*
- *We follow instructions*
- *We take pride in the presentation of ourselves and our work*
- *We show respect towards others and our school*

These expectations are underpinned by our **school values**:

Cooperation, Resilience, Pride, Courage, Respect and Independence

At the beginning of each year, classes discuss and revisit our school rules and rewards/sanctions which will be used by staff at an age appropriate level. School rules are displayed in each classroom and in communal areas.

NB: Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones and smart watches

Please see the mobile phone and smart watch policy for school expectations for the use of these devices.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour choices

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour choices will be rewarded with:

- verbal praise
- house points
- being 'moved up' the behaviour chart to silver or gold (see Behaviour Board below)
- being awarded a Hardy Mill Honour
- being awarded a Kindness Award

- text sent to the child's parent if a gold is awarded and child's name put on the gold tree outside the Head teacher's office.
- non-uniform day for the winning "house" at end of each half term.

EYFS Behaviour Board

Behaviour	Rewards/ sanctions
GOLD (Mrs Brigg's Star) awarded for: <ul style="list-style-type: none"> • Exceptional achievement (work, play, behaviour) • Exemplary attitude to learning 	Reward: <ol style="list-style-type: none"> 1. Be congratulated in their class. 2. A gold sticker placed on their bookmark. 3. Visit Mrs Briggs to be congratulated and have their name placed on the "Gold Tree". 4. Parents are informed of their child's exceptional/ exemplary behaviour by text.
SILVER (PJ Masks Headquarters & Moon) awarded for: <ul style="list-style-type: none"> • A super effort • Being kind and considerate • Being very polite and well mannered • Excellent attitude to learning 	Reward: <ol style="list-style-type: none"> 1. A silver sticker placed on their bookmark. 2. Be congratulated by their class <p>Once their bookmark is full and a post will be sent home on Tapestry.</p>
GREEN (PJ Mask School) <ul style="list-style-type: none"> • Everyone begins the week in green (PJ Mask School); new week - new start! • Everything is as expected (work, play, behaviour) 	

KS1 and KS2 Behaviour Board

Behaviour	KS1 Rewards/ sanctions	KS2 Reward/sanctions
GOLD awarded for: <ul style="list-style-type: none"> • Exceptional achievement (work, play, behaviour) • Exemplary attitude to learning 	Reward: <ul style="list-style-type: none"> • Be congratulated in their class. • Get a Gold sticker and 10 house points • Visit Mrs Briggs to be congratulated and have their name placed on the "Gold Tree". • Parents are informed of their child's exceptional/ exemplary behaviour by text. 	Reward: <ul style="list-style-type: none"> • Be congratulated in their class. • Get a Gold sticker and 10 house points • Visit Mrs Briggs to be congratulated and have their name placed on the "Gold Tree". • Parents are informed of their child's exceptional/ exemplary behaviour by text.
SILVER awarded for: <ul style="list-style-type: none"> • A super effort • Being kind and considerate • Being very polite and well mannered • Excellent attitude to learning 	Reward: <ul style="list-style-type: none"> • Receive a silver sticker. • Be congratulated by their class. • 5 house points 	Reward: <ul style="list-style-type: none"> • Receive a silver sticker and 5 house points • Be congratulated by their class.
GREEN <ul style="list-style-type: none"> • Everyone begins the day in green; new day - new start! • Everything is as expected (work, play, behaviour) 	Reward: <ul style="list-style-type: none"> • Receive a house point at the end of the day. 	Reward: <ul style="list-style-type: none"> • Receive a house point at the end of the day.

7.4 Responding to negative behaviour choices

If a child displays negative behaviour choices, the child will be moved to amber or red for serious negative behaviours. Sanctions are applied in an age appropriate way by all staff to ensure consistency and predictability for the children.

EYFS Behaviour Board

Behaviour	Sanctions
<p>EYFS AMBER (PJ Mask - The Cloud)</p> <p>Before a child is moved to amber (Thinking Cloud) the child will have previously been given two verbal warnings to give them the opportunity to change their behaviour.</p> <ul style="list-style-type: none"> • Behaving in a way which is unsafe or making others unsafe • Name calling • Not listening on the carpet • Not sharing • Not following instructions • Telling lies • Damaging resources • Low level unkind hands 	<p>Sanction:</p> <ul style="list-style-type: none"> • Will move their name/picture onto amber (The Cloud) and will reflect on their behaviour for 1 minute for Nursery and 2 minutes for Reception. • Be encouraged to apologise for their behaviour and move their name back onto green (PJ Mask school)
<p>EYFS RED (PJ Mask Thunder Cloud)</p> <ul style="list-style-type: none"> • Following an amber warning and for continuing to behave in a way which is unsafe or making others unsafe • Any form of bullying • Physical aggression • Swearing • Stealing • Damaging school or other people's property 	<p>Sanction:</p> <ul style="list-style-type: none"> • Parents are informed of the behaviour by text. • Will will reflect on their behaviour for an age appropriate time – 3/4 minutes in Nursery and 4/5 minutes in Reception. • Apologise and reflect on their behaviour.

Key Stage 1 and 2 Behaviour Board

Behaviour	KS1 Sanctions	KS2 Sanctions
<p>AMBER Before a child is moved to amber, children will be given a verbal warning which will clearly explain what they are doing wrong so that their behaviour can be rectified.</p> <ul style="list-style-type: none"> Behaving in a way which is unsafe or making others unsafe Disrupting learning in lessons such as (but not limited to): <ul style="list-style-type: none"> talking when the teaching is distracting others from their learning wasting learning time Spoiling other children's playtimes (this may include name calling) Showing disrespect when speaking with a member of staff 	<p>Sanction:</p> <ul style="list-style-type: none"> Year 1 during the Autumn term will have to reflect on their behaviour for 2 minutes. KS1 children (Year 1 from Autumn 2nd half term) will miss 2 minutes of playtime. Apologise and reflect on their behaviour, before moving back to green. <p><i>If a child continues to repeat the same 'amber' behaviour they may be moved to red.</i></p>	<p>Sanction:</p> <ul style="list-style-type: none"> Miss 5 minutes of play/lunchtime. Apologise and reflect on their behaviour, before moving back to green. <p><i>If a child continues to repeat the same 'amber' behaviour they may be moved to red.</i></p>
<p>RED</p> <ul style="list-style-type: none"> Following an amber warning, continuing to behave in a way which is unsafe or making others unsafe Repeated breaches of the school rules Any form of bullying Physical aggression Verbal aggression Swearing Stealing Dishonesty Refusal to follow instructions given by a member of staff Damaging school or other people's property Discrimination including the use of derogatory language 	<p>Sanction:</p> <ul style="list-style-type: none"> Parents are informed of the behaviour by text. Year 1 in the first half term will reflect on their behaviour for 5 minutes. KS1 (Year 1 from Autumn 2nd half term) will complete a "Cog Model" sheet with the member of staff who has dealt with the incident. Apologise and reflect on their behaviour (as is age appropriate) Take the Cog Model to a member of the leadership team where the consequence will be decided. <ol style="list-style-type: none"> First red - KS Lead Second red - Deputy head Third red - Headteacher 	<p>Sanction:</p> <ul style="list-style-type: none"> Parents are informed of the behaviour by text. Complete a "Cog Model" sheet at playtime or lunchtime with the member of staff who has dealt with the incident. Apologise for their behaviour (as is age appropriate) Take the Cog Model to the appropriate member of the leadership team where the consequence will be decided. <ol style="list-style-type: none"> First red - KS Lead Second red - Deputy head Third red – Head teacher

Red Card sanctions gradual response:

If a child in KS1 or KS2 has a red card sanction, they will complete a "Cog Model" sheet (**See Appendix 2**) with the member of staff who dealt with the incident. This sheet will provide time for the child to reflect on their

behaviour with support from the staff member if necessary. The “Cog Model” provides an age-appropriate scaffold for a reflective conversation between the child and the staff member and supports the pupil in understanding the trigger for their behaviour and the emotions they were feeling. Behaviour expectations and boundaries can also be clarified/reinforced during this time.

Any incidents leading to a child being moved to red will be logged on CPOMS and a copy of the “Cog Model” will be uploaded with the log. The KS Lead, Deputy Head Teacher and Head Teacher should be alerted to the red card.

- **First red card:** The child takes the completed cog model to their KS Lead.
- **Second red card:** The child takes the completed cog model to the Deputy Head.
- **Third red card:** The child takes the completed cog model to the Head Teacher.

After the third red card the head teacher will arrange a meeting with parents to agree appropriate steps to modify the behaviour going forward. This will take place as soon as possible so that targeted intervention can be put in place. Targeted intervention may include: the implementation of a behaviour report card which monitors the pupil’s behaviour during each lesson and/or playtime/lunchtime as appropriate, and/or alternative rewards/sanctions as deemed appropriate by the head teacher.

N.B. In exceptional circumstances, staff may take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has recently suffered bereavement, has mental health needs, or is experiencing significant challenges at home. In such circumstances, alternative sanctions may be considered on a case-by-case basis if it is felt this would be more effective for that child based on their personal circumstance. This should be agreed in consultation with a member of SLT and the impact on consistency and perceived fairness overall will be considered before alternative sanctions are used.

7.5 Reasonable force

Reasonable force will only be used in accordance with the DfE guidance ‘Use of Reasonable Force: Advice for Head teachers, staff and governing bodies’. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

The school follows the guidance as set out in [Searching, Screening and Confiscation](#) available from the DfE. Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives the Head teacher and staff authorised by them the statutory power to confiscate, retain and dispose of items from a pupil as a sanction so long as it is reasonable to do so. They have the right to search for prohibited items. The law protects staff from damage to and loss of any confiscated items providing staff have acted lawfully.

The power to search without consent is given for:

- Weapons/Knives
- Alcohol
- Illegal drugs and legal high drugs
- Stolen property
- Tobacco and cigarette papers including e-cigarettes
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property
- Any item banned by school

Sanctions for the discovery of these items will depend upon the items themselves e.g. weapons and knives must be handed over to the Police, but in all cases, parents/ carers will be informed.

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.7 Off-site negative behaviour choices

Sanctions may be applied where a pupil has made negative behaviour choices off-site when representing the school. This relates to behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has made a negative behaviour choice off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online negative behaviour choices when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher/ member of the leadership team make the report.

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.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

Removal from the classroom will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom.

In extreme circumstances, where a child's behaviour is unsafe and is putting themselves or others in the class at risk, or where the behaviour is stopping the learning of others in the class, a child may be required to spend a limited time out of the classroom at the instruction of a member of staff. The child will continue with their education during this time, completing (where possible) the work being done in class and if this is not possible the work will be meaningful and appropriate for the pupil.

Removal will only be used in extreme circumstances, such as:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- when the behaviour of an individual is persistently disrupting the learning of others in the class
- to allow the pupil to regain calm in a safe space. (This should be distinguished from the removal of a child for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.)

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to negative behaviour choices from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of negative behaviour includes:

- Short, planned sensory breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions of pupils in school
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed termly by the head teacher and shared with the School Effectiveness Committee.

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

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 pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and School Effectiveness Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the School Effectiveness committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying policy
- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone and smart devices policy
- Acceptable user agreements
- Online Safety Policy

Appendix 1: Hardy Mill Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the School Effectiveness Committee annually.

Name: _____

Completed with: _____

