Relationships, Behaviour and Discipline Policy

Adopted by Hunslet Moor Primary School Governing
Body in September 2021
Updated – November 2024
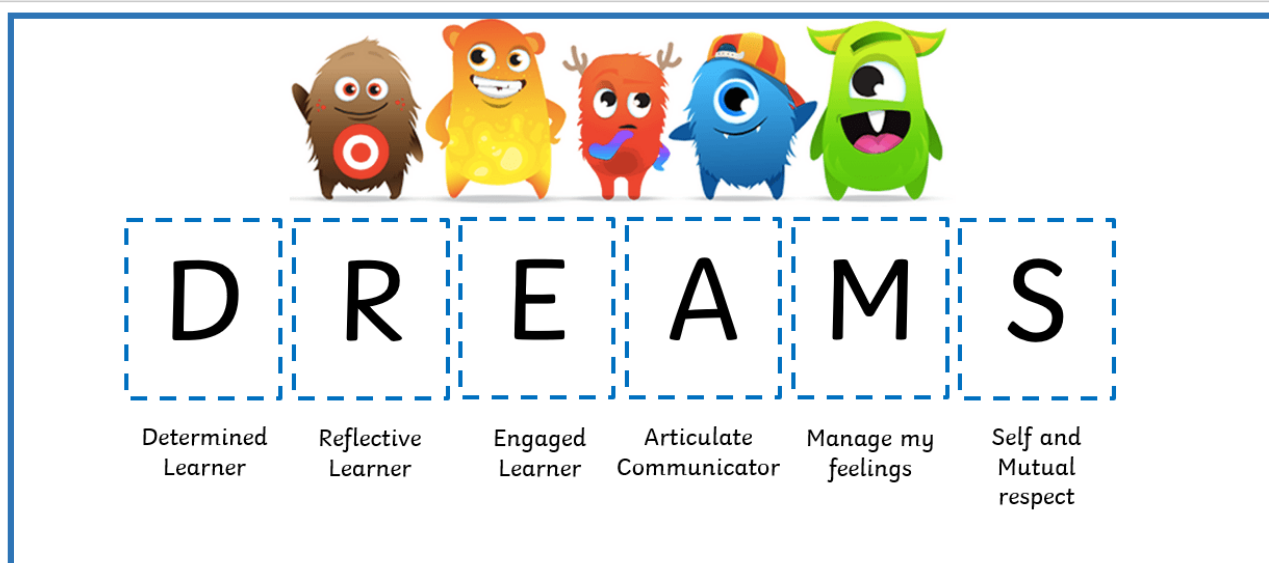To be reviewed November 2025

Aiming for Excellence: Unlocking Every Child's Potential

Relationship, Behaviour and Discipline Policy

Aiming for Excellence: Unlocking your child's full potential

Our aims:
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- That, through our DREAMS ethos children are **Ready to Learn, Respectful and Safe**
- To foster, nurture and value strong and healthy relationships.
- That children will be encouraged to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To provide a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence.
- To enable staff to support children with their behaviour through providing them with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To provide a clear, fair and consistent approach to behaviour.

Hunslet Moor Primary school considers itself a Thrive Setting; we aim to embed Thrive practice in all we do and as such, we strive to create a welcoming, caring learning community where relationships are based on mutual respect. As a community, we acknowledge the essential role that positive and respectful relationships have in developing a healthy individual and the vital role they play in creating an environment that enables everyone to feel safe, valued, happy and able to succeed. High expectations for respectful behaviour and positive attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners who take pride in their work, school and community. This is taught to children through our DREAMS ethos.

D	R	E	A	M	S
Determined Learner	Reflective Learner	Engaged Learner	Articulate Communicator	Manage my feelings	Self and Mutual respect

We aim to develop learners who value their education and respect the views and ideas of our diverse learning community. Positive and respectful relationships are essential to creating a learning community that is free from cynicism and that promotes equal opportunities for all. Within our school, we aim to create a safe and orderly learning environment that is free from all types of discrimination, stereotyping and derogatory language. We strive to create an open culture where we work together to tackle any forms of bullying, where children understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

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Thrive at Hunslet Moor Primary

At Hunslet Moor Primary we consider ourselves a Thrive setting. This is a whole school approach which supports the healthy development of relationships and behaviour. The Thrive approach recognises and supports the healthy emotional development of our learners as well as offering the opportunity to support gaps in development for key learners. We strongly believe that Thrive is embedded in all we do from the way all adults speak to our children, the support we offer when a child is struggling to the curriculum and planning we put in place as a school.

As a THRIVE school we use our understanding of social and emotional development and learning within our approaches to behaviour. THRIVE is used to inform our understanding of social and emotional learning in a way that is both developmentally and age appropriate. Adults act as co-regulators; develop pupils insight and language of sensations and emotions, build understanding of self within a community based on inclusion and tolerance. Our positive approaches to behaviour involve us 'noticing' safe positive choices, being explicit in descriptive praise and providing reward as reinforcement.

As part of our DREAMS ethos we except children to be **DREAMS Ready to Learn**, **DREAMS Respectful** and **DREAMS Safe**

Hunslet Moor Primary School commitment

- We are committed to building positive relationships between all children and adults; this is imperative to our practice between all members of our school community.
- We are committed to ensuring unconditional positive regard is reinforced with all pupils and stakeholders at all times.
- We are committed to providing well-structured teaching where lessons are creative, engaging and the learning is scaffolded, through this we can support our pupils to learn to manage their own behaviour and take responsibility for it.
- We are committed to clear and concise expectations of behaviour and that these will be described, modelled and encouraged through class assemblies and in class time to ensure that all children understand what is appropriate.
- We are committed to develop strategies to help children cope with their emotions.
- We are committed that every member of staff works hard to build their class community.
- We are committed to consistency from all staff to ensure that this relationship and behaviour policy is effective.
- We are committed that to enabling and supporting all adults to continually reflect their perspective, behaviours and attitudes to enforce this relationship and behaviour policy.

Consistent, calm adult behaviour (high expectations from all staff)

- Smile. Greet our children.
- Always role model the respectful relationships we expect from children in our own behaviour.
- Find out what makes our children feel important, valued, like they belong. Reward children for going 'over and above' expectations not simply meeting them.
- Make positive connections and communications with parents /carers, such as phone calls, conversations at collection and drop off and postcards sent home, recognising successes.
- Show children their ideas and experiences have real value. 'Catch the good'. Differentiate ways to celebrate achievement- not everyone wants to feel famous, but everyone wants to feel important. Mark moments with sincere private verbal praise.
- Ensure class displays that demonstrate high expectations. Make children feel important for the behaviours that they show.
- Ensure that our DREAMS ethos of being ready, respectful, safe is part of daily practice and is taught and role modelled.

Consistency from all adults
- **Language:** simple, clear expectations reflected in all conversations about behaviour – DREAMS Ready, Respectful and Safe.
- **Non-verbal:** Using the Hunslet Moor visual cues
- **Follow up:** Adults take responsibility for behaviour interventions, seeking support but never delegating.
- **Positive reinforcement**: Routine procedures for encouraging and celebrating and rewarding, always following through.

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- **Consequences:** Defined, agreed and applied. Established structures for more serious behaviours
- **Simple rules:** Reference visual cues, interesting and creative signage. Refer to class rules and expectations
- **Respect from adults:** Even in the face of disrespectful learners.
- **Reinforced rituals and routines:** For behaviour around school.
- **Environment:** Consistent visual messages that echo our core values. Have visuals ques showing our children behaving positively, written examples of what you expect. Keep your environment clutter free and safe.
- **Celebrate** and be explicit with your expectations
- **DREAMS Recognition Boards** Dreams Recognition Boards – in every classroom advertise the learning behaviour that you want to see – catch the good!

Roles and Responsibility in behaviour response

All Staff Responsibly for responding to behaviour at first point of contact. Logging on CPOMS. Using Thrive approach and whole school scripts. Reconnecting and repairing relationship. Validate children's feelings and making safe choices support . Responsibility to inform a member of leadership if additional support is required.	**Class Teachers** Informed at appropriate time of any incidents of children in their class. Take responsibility for wave 1 support. Alert senior member of staff if more complex intervention is needed, log on CPOMS, liaise with parents.	**Phase leaders** Have strategic view of behaviour within their phase, support class teachers with actions and parental contact. Respond to CPOMS across their phase with guidance and support.
SLT /Pastora/Behaviour Team Support with significant dangerous behaviours at the point of incident. Support emotional well-being of staff and children. Provide bespoke intervention and personalised provision, monitor CPOMS. Update and implement behaviour plans, risk assessments and polices. Alert Headteacher of significant behaviours	**Headteachers** Behaviour and Attitudes strategy, monitor the impact of SLT policies and actions. Support with the most significant behaviours and parents meetings. Challenge and support staff members with response to behaviour. Consider long term strategies for behaviour and how they impact on teaching and leaning.	**Governors** Shape the school Behaviour and Attitudes strategy and set out the school's Statement of Behaviour Principles. Support school staff/parents with significant incidents Work with school leaders to understand the impact of strategy, policy and practice. Support with specific investigations.

Hunslet Moor non-verbal – Our shared language

Picture	Adult's actions	Children's actions	Use it for:
	Hand in the air, looking at children no talking, just waiting.	Stop what they are doing, silence hand in the air, looks at adult.	Class management – noise, stopping, instructions – moving on. Use before addressing the class.
	High 5 in the air, use Ruth Miskin 1,2,3	Have already been stopped, are silent and awaiting a transition instruction, line up, move to an area etc.	Transition in and out of school, lining up, moving from areas etc
1 – **Gentle approach:** personal, non-threatening, side on, eye level or lower. 2 – **Using THRIVE 'WING' language' and 'VRFS':** acknowledge to the child what you have observed, validate the feeling and shine a light on the			

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behaviour and why this was unacceptable. Support the child to understand that every choice has a consequence and your behaviour is disruptive/dangerous and adults will make decision to ensure everyone is safe and learning. WING language: Wondering . imaging , noticing , guessing.

3 – **Be clear** with the child that you care about them, you can see that they are finding something difficult .This behaviour is not acceptable and what help/support or guidance you will be offering. Immediately refer to previous good behaviour as a model for the desired behaviour.

4 – **Give Time** – If safe, move away and let the child know you are giving them time and space and you will be back. Allow the learner time to decide what to do next. If there are comments made as you walk away, follow up later.

5 – **Positive Framing -** Look around the room with a view to catch somebody following the rules.

6 – **Reconnect** with the child using VFRs and WING language, give instructions on how you are now moving forward (e.g. I noticed that you have chosen to show safe behaviour, I am wondering if you are finding this difficult so I will support - let's move to this table /I will spend time with you at playtime to look at this)

 * Repair   Follow up using a restorative Thrive approach is non-negotiable at Hunslet Moor. It

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underpins everything we do, relates to our values and our approach to teaching and learning. Any adult involved in a significant behaviour incident should always check back in with the pupil and will always be supported by the behaviour team/leaders. This is never about accepting the behaviour, but is about sharing how the incident/behaviours impacted on each person, the safety of individuals and learning.

Early Years

In the Early Years, we continue to use 'Hands up'. Children will be given verbal reminders of their behavior and will then have their reflection time within their classroom environment. Children will be reminded to:
- show active listening
- use gentle hands
- use thoughtful words
- show good sitting
- have a go and join in

This will support children in identifying the different learning behaviours they have used in a day.
Hunslet Moor Primary School believe that acknowledging and celebrating successes has a critical role in developing children's self-esteem promoting safe positive behaviours.

Acknowledging and celebrating successes

We have high expectations of pupils at Hunslet Moor Primary school acknowledging successes is about children know that we are proud , building in conversations privately, publicly and with parents an carers so children feel valued for who they are not just what they do. Rewards systems are giving when adults know that the child as exceeded their own expectations.

Daily Rewards *Dojos will be reset at the end of every full term.*	Each class has their own class dojo page, where DREAMS points are collected. When a pupil demonstrates a DREAMS behaviour in any aspect of their school/ learning life, an adult may award them with a DREAMS point. This will then be logged on the child's class dojo account. This allows parents and children to see clearly how many dojos they have collected in a term and what for. Children will learn that working collaboratively as part of community they can reach their goals.
Weekly Celebration assembly	Every Thursday and Friday in our celebration assembly, the class teacher will acknowledge pupils who they feel have embodied our school DREAMS ethos and/or produced exceptional work or made progress in an academic or social/emotional or behaviour goal. The DREAM focus of the week will be shared on the school calendar and weekly overview.
Half Termly Celebration Time	At Hunslet Moor, all adults, regardless of role, are invested in the life-long achievement and success of our learners. All adults who are not class based (e.g. SLT/ Site team/ Office team etc) will be linked to a class as a Community Champion Mentor. Every half term the class will hold a special achievement assembly and invite their mentor along. Together they will celebrate the terms successes. During this time, the mentor and the class

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Community Champion	will share a celebration snack The individual in each class who receives the most DREAM points for the half term will be rewarded with a Head teacher celebration time and a certificate in recognition of the DREAMS behaviours they have shown.
Termly Reward for DREAMS	At Hunslet Moor we understand that we can achieve more together than we can alone. We relish the opportunities that strong relationships and teamwork can bring us, and we wish to promote this within our behaviour policy**.** Each term a class target will be set. Together the class will be striving towards a whole class total of DREAMS. If together the class reach this target, they will celebrate together with a whole class event.
Head Teachers Awards and recognition of DREAMS ambassadors	Special recognition awards are for children who over a period of time have gone above and beyond to embody our DREAMS ethos, children may be chosen to be a DREAMS ambassador. This will be recognised through a certificate and a Head teacher award being given and an invite to a special event. This may include incentives such as a headteacher tea party, an easter egg hunt or a trip to the gaming cube. These are outlined on the behaviour Rewards LTP.

Consequences

We understand that occasionally children will behave inappropriately. When children display inappropriate behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As practitioners, we recognise that all behaviour is communication and so always seek to better understand what a child is trying to communicate. We recognise that this will be different for every child.

When responding to inappropriate behaviour we expect adults to use a range of appropriate responses to engage with a pupil or group of pupils to encourage positive changes in behaviour at the lowest possible level of intervention. This simple script should be used to ensure all adults respond to low level behaviours in the same way.

1. Try to stop the behaviour with a gentle, non-verbal cue such as tapping the table in front of the child to refocus them or removing the cause of a distraction like closing the classroom door while still continuing to teach the lesson.
2. If the distracting behaviour continues, say very quietly, *'Your learning behaviour is distracting me from teaching right now and distracting the others from learning. Please make the right choice and sit nicely/ look this way/ stop talking over me/ stop calling out.'* Consider why the child may be struggling. Are they missing something that would support them to stay on task? Give the child **take-up time**. This is time the child needs to process the instruction you have given them and to make the right changes. Do not go to step 3 unless you have given the child **take-up time.**
3. If the behaviour continues, go over and say quietly, calmly and firmly, *'Here is your formal warning. If you continue to distract me and the others from learning, you will receive a consequence.'* Again, is there something the child or you could do differently to support them without causing too much disruption to the rest of the class eg could a TA come and support, could you sit next to them for the rest of the input to support them staying on task? Remember to give the child **take-up time** before the next step.
4. If the behaviour continues, tell the child calmly, firmly and quietly, *'You have not made the right choices in this lesson today and you will be spending time reflecting on your behaviour at playtime/lunch time and your parents will be told at the end of the day.'*

We expect adults to ensure they use scripted conversations, interventions, gentle reminders and are consistent in routines. If adults are confident that they have provided children with the chance to restore and learn from their choices, take responsibility and have clear, consistent instructions which they fully understand, adults will decide on an appropriate consequence. For **most** children, this will be reflection time at playtime or lunchtime. Parents/carers *must be informed* about any inappropriate behaviours and notified about any decisions made and any consequences.

Reflection Time

Reflection time is the opportunity for children to reflect on the choices they have made which have led to the consequence of missing some of their play or lunch time. During reflection time, the children will be asked 5 restorative questions either to answer on a 'Reflection Sheet' or verbally by the adult leading reflection time.

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These restorative questions are:
1. What happened?
2. Who did your behaviour impact?
3. What impact did your behaviour have on these people?
4. What could be done now to make things better?
5. What will you do differently or what support would you like next time so this doesn't happen again?

Once the child has answered these questions adequately, is emotionally regulated and has shown remorse for their actions, the child can be sent out to enjoy the rest of their free-time. Children must not be kept in for the entirety of play/lunch unless there has been a decision made by a member of SMT/SLT to keep them or other children safe from harm outside.

All incidences of Reflection Time must be added to CPOMS and recorded on the Reflection Time record sheet located in the behaviour folder on the Gdrive. Parents must be informed at the end of the day if their child has had Reflection Time.
Reflection time logs will be analysied half termly by the SLT behavioural lead.

Note – all consequences must be recorded on CPOMS and reported to parents/carers. This is a statutory responsibility.

Wherever possible, consequences are a gradual response.

## Pupils who are repeatedly not meeting behaviour expectations

On occasion, we are aware that some children may repeat or continue to display unsafe or unacceptable behaviours despite support and consequences. Staff in school will always approach a change in child's behaviour with curiosity and an understanding that reasonable adjustments may need to be made to make this child feel safe and help access their learning and support them to make safer choices. It is important that children are still invited to reflect on the impact of these behaviour choices on their learning and the learning of others and that parents/carers are kept informed and an active part of decision making for their child. Some children may access individualized timetables to support their reintegration back into class at points they are struggling.

Statement of Behaviour Principles

This policy is written in line with the Governing Body Statement of Behaviour Principles. This is reviewed and approved by the full governing board annually and can be found on the school website:
www.hunsletmoor.co.uk/our-school/school-ethos-values

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Behaviour Consequences – Poster on display in every class Y1-Y6
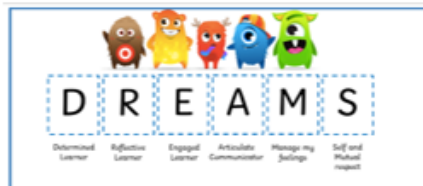
Behaviour consequences

All children and adults in school have a right to feel safe, to be respected and to be able to focus on learning and playing together.

Behaviour outside of school, on the way home, when playing with other children and when communicating on social media and online will be treated with the same expectations and adults in school will take action for any behaviour outside of school and online.

Unacceptable Behaviours	May result in these consequences – adults will decide
Disruptive Behaviour (examples include): • calling out/shouting out • getting out of your seat without adult permission • stopping other children from learning • not focusing on your own learning • not listening to or following adult instructions • rudeness towards adults or other children • not respecting school equipment	**Disruptive Behaviour** • a clear reminder of behaviour expectations from an adult • instructions for how behaviour needs to change • reflection time with an adult – missing some of your break time to discuss • an adult may decide that a short time outside of class to discuss is needed • a conversation with your parent/carer to share your behaviour choices • if learning time for you or other children is lost an adult may decide time-in at lunchtime is needed to complete your learning
Repeated disruptive behaviour. Disrespectful behaviour (examples include): • continuing to be disruptive, ignoring adult instructions • using rude and disrespectful language to adults or children • consistently not showing DREAMS behaviours • refusal to complete work • stopping other children from being able to learn • throwing/breaking equipment • walking/running away from an adult • physical contact with other children (keep hands and feet to ourselves)	**Repeated disruptive behaviour/disrespectful behaviour** • reflection time with an adult – missing some of your break time to discuss • loss of privileges (e.g. school council role, monitor roles in class) • an adult may decide that a longer period of time is needed out of class (significant lost learning time will need to be completed during reflection time) • Reflection time at lunchtime to complete lost learning and for a discussion with an adult • Parents/carers to be informed and impact of behaviour shared
'Reflection time' over a half term: • 3rd instance of 'Reflection time' = meeting with class teacher and your parent/carer to discuss your behaviour • 5th instance of 'Reflection time' = meeting with class teacher and Phase Leader with parents/carer and potentially placed on behaviour report • 7th instance of 'Reflection time' = Behaviour Report in place (regularly checked). Meeting with an Assistant Head teacher and your parent/carer • Repeated instances of 'Reflection time' = a meeting with your parent/carer and a Head teacher	
Significant misbehaviour (examples include): • any physical aggression or intimidation to adults or children - including threatening to hurt others, fighting with others • swearing at adults or children • deliberately damaging equipment/work or the school environment • spitting at others or the school property • leaving the classroom without adult permission • being unsafe or making it unsafe for others	**Significant misbehaviour** • Removal from class. Adults to decide what is needed and direct to an appropriate space in school • learning to be completed in another classroom or learning space away from other children • 'Reflection time' at lunchtime • Adults to act to ensure you are kept safe/others are kept safe – this may include deciding you are not showing that you are safe enough to take part in activities; break time, PE, a school visit/activity • a meeting with your parent/carer and your class teacher and a leader in school • significant misbehaviour may result in you being placed on a behaviour report
Serious Misbehaviour • Bullying others, either in school or outside of school or online • repeated targeted behaviour to deliberately intimidate or hurt others including discrimination against others • physical assault of adults or children • vandalism of school property or theft • bringing dangerous objects into school	**Serious Misbehaviour** • removal from class. Adults to decide what is needed and direct to an appropriate space in school • adults may decide a longer period of time out of class is needed over a number of days • parent/carer to attend school and meet with Head teacher or Assistant Head teacher • meeting with a police officer • in very serious incidents a suspension or exclusion from school

Behaviour Consequences – with adult roles and responsibilities

Roles/responsibilities for adults

Every adult has a duty to act

Remember to use THRIVE approach - VRFs and WING language

Disruptive Behaviour

Adult in school to give:
- a clear reminder of behaviour expectations
- explicit instructions
- modelled examples of how behaviour needs to change
- Any adult can instruct a child to have reflection time
- Disruptive behaviour to be logged on CPOMS and class teacher made aware

Repeated disruptive behaviour/disrespectful behaviour

Class teachers/HLTA/Cover Supervisor or leader:

- to make the decision that reflection time is needed and will specify the time and communicate clearly to the child
- identify any lost privileges for repeated behaviour and communicate the reasons to the child
- request 'Reflection time' through CPOMS log or agree with leader in 'Reflection time' to join on that day
- behaviour logged on CPOMS
- parent/carer informed

CPOMS monitored by Phase Leaders, AHT, SENCo, S Harker
- 'Reflection time' to be logged as an action and button selected
- Added to 'Reflection time' record on GDrive -appropriate action requested for repeated Reflection time.
- S Harker timetable to respond to repeat 'Reflection time'
- Leaders here may decide on need for Behaviour Report

Significant misbehaviour
- Inclusion support sought – within phase teams, Senior Inclusion Worker, SENCo, pastoral team
- Inclusion support to take appropriate actions, including use of Acorn Room, Oak Room, actions taken to support child while dysregulated
- Phase Leader/AHT to lead on decision for any longer period of removal from class – must be communicated with parents/carers in advance wherever possible
- Discussion with Senior Inclusion Worker & SENCo around provision/support plans and Behaviour Report
- Restorative meeting required

Serious Misbehaviour
- support sought (as above) including from any leader in school
- allegations of bullying/targeted or discriminatory behaviour – Senior Inclusion Worker to lead response needed
- Senior Leaders in school to decide appropriate response

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Mobile phones

We allow pupils to bring a mobile phone to school, recognising that these may be an important part of communication with parents/carers on the way to and from school. We are clear with parents and pupils that all mobile phones must be switched off and handed to an adult as soon as pupils arrive at school. Adults on door duties collect mobile phones from pupils on arrival and these are stored in a lockable teacher cupboard or drawer until they are handed back at the end of the day. Pupils are advised to not switch mobile phones back on until they are outside the school building.

Responding to misbehaviour from pupils with SEND

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, we will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 will co-operate with the local authority and other bodies.

As part of meeting these duties, we 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 and may include approaches such as:
- Short, planned movement 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 such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, we will take into account:
- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

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.

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 to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and we will co-operate with the local authority and other bodies. If we have a concern about the behaviour of a pupil with an EHC plan, we will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Safeguarding

We recognise 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.
www.hunsletmoor.co.uk/our-school/safeguarding

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Serious misbehaviour

At Hunslet Moor Primary we define serious misbehaviour as:

· Repeated breaches of the school rules
· Any form of bullying
· Sexual violence
· Sexual harassment, meaning unwanted conduct of a sexual nature, which may include:
  o sexual comments, sexual jokes or taunting
  o sexualised physical behaviour, such as interfering with clothes, inappropriate physical contact with others
  o online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
· Vandalism or theft
· Fighting
· Smoking
· Racist, sexist, homophobic or discriminatory behaviour
· Possession of any prohibited/banned items: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette paraphernalia, fireworks, pornographic material/images.

Bullying

At Hunslet Moor Primary School, we define bullying as *'behaviour which intentionally hurts or harms another person, either physically, mentally or both'*. Usually in cases of bullying, one party feels more powerful than another. Bullying includes using threatening or intimidating behaviour, name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. Where bullying exists, the victims must feel confident to approach any adult within the school who will take quick and appropriate action according to our Anti Bullying Policy. It is our aim to consistently challenge attitudes about bullying behaviour, including online bullying, and ensure that children understand how to keep themselves and others safe and trust adults to take rapid and appropriate action to resolve any concerns that they have.

Please see our Anti-Bullying Policy for further information:
www.hunsletmoor.co.uk/our-school/school-policies

TYPE OF BULLYING DEFINITION	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our response 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 will be clear whether action taken is disciplinary, supportive or both. The school will make such decisions on a case-by-case basis, with the Designated Safeguarding taking a leading role. The Police and Children's Social Care will be

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consulted where necessary. 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 Safeguarding and Child Protection child Policy for more information:
www.hunsletmoor.co.uk/our-school/safeguarding

Reasonable force

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 and reported to parents

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.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation:
www.gov.uk/government/publications/searching-screening-and-confiscation

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by a headteacher, or by a headteacher themselves. Wherever possible, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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

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- In any other way identifiable as a pupil of our school
-

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- 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).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, we will make an initial assessment of whether to report the incident to the police. When establishing the facts, we 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, a headteacher or member of the senior leadership team will 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.

Suspension and permanent exclusions

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 & Suspension Policy for more information.

Pupil transition

Inducting incoming pupils
We will support pupils joining the school to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. At the start of every new academic year, time is spent in the first few days of pupils returning, focusing on behaviour expectations and establishing the ethos and values within each class. Time is spent practicing transition and movement within class and around school. For pupils joining throughout the year, time is spent in the induction process to explain behaviour expectations and the school approach.

Preparing outgoing pupils for transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share key pastoral, SEND and SEMH needs for each pupil. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.
To support transition to secondary school, link meetings are held with secondary representatives to share key information and school will make additional arrangements for pupils who are vulnerable to transition, such as additional visits and meetings.

Training

At the start of every new academic year and as part of their induction process for staff joining the school, our staff are all provided with regular training on managing behaviour, including training on:
- our Thrive approach
- the school Relationship, Behaviour and Discipline Policy
- Care and Control Policy
- the use of reasonable force

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- the needs of the pupils at the school
- how SEND and mental health needs impact behaviour
- Team Teach training (delivered by the local authority Health & Safety team is organised for all senior staff in school and staff where it is identified that this will support them fulfilling their role and responsibilities

Monitoring arrangements

The school regularly collects data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Sarah Harker, Senior Inclusion Support Worker.

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 it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:
- Exclusions & Suspensions Policy
- Child Protection and Safeguarding policy
- Anti-Bullying Policy
- Online Safety Policy
- Acceptable Use Policy
- Care and Control Policy

These can be found on the school website:

www.hunsletmoor.co.uk/our-school/school-policies

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