Hill Farm Primary

Behaviour policy and statement of behaviour principles

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1.Rationale and Aims

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aspire to be a caring community and strongly believe that a happy, productive and successful school relies on everyone setting themselves ambitious standards around a set of agreed values. We want learners to be encouraged to think responsibly and be reflective of the choices they make/have made whilst being sensitively guided 'to do the right thing' when problems arise.

Hill Farm aims to provide a calm, safe and supportive environment where children learn independence and responsibility whilst developing empathy and self-discipline. Through promoting an agreed set of values, we aim to develop a positive culture where learners are inspired, ambitious and have confidence in their ability to develop and succeed personally.

This policy outlines how Hill Farm:

- creates a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- establishes a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- outlines the expectations and consequences of behaviour.
- provides a consistent approach to behaviour management that is applied equally to all pupils.
- defines 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 and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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 give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Values Based Education

The aims are achieved through the delivery of a values based education. Hill Farm Primary School is an accredited 'Enhanced Values based school.' Values are used to promote a positive learning culture that is woven into every aspect of school life. The language of values helps develop an ethical vocabulary for pupils to articulate and manage their emotions and behaviours. To find out more about values at Hill Farm please follow the link: https://hillfarmprimary.org.uk/curriculum/values/

Values are principles that guide our thinking and behaviour. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others

Neil Hawkes - Values-based Education Limited https://valuesbasededucation.com/



4. Objectives

- To have an agreed set of values that guide thinking and behaviour.
- To create an ethos where each child knows their value and is supported, and to aim at providing a community where no child lives in fear of any other.
- To have a consistent, approach to behaviour throughout the school, with parental co-operation and involvement.
- To build up each child's self-esteem by placing the emphasis on praise and reward.
- To encourage independence and self-discipline so that each child learns to recognise and accept responsibility for his/her own behaviour.
- To ensure a calm, positive, learning atmosphere where the characteristics of effective learning and acceptable behaviour are clear to all.
- To have a clear formulated 'route' of disciplinary procedures that are consistently applied by all staff and the Headteacher
- To work in conjunction with support agencies with children who display the need for behaviour support in school either from educational difficulties or those resulting from social/emotional circumstances
- To have high expectations of all children as learners who respond appropriately to guidance and support.

5. Values Rewards

Hill Farm values offer a clear framework and expectation for behaviour at Hill Farm. The system promotes ownership (making good choices); sets clear and ambitious expectations for children; provides reflection and reset time to help regulate emotions and encourages pupils to use oracy skills to discuss their needs productively. Hill Farm Values are regularly shared with learners, via assemblies and daily classroom practice, to help them understand how their behaviours impact on their ability to learn and positively manage their actions.

5.1 Classroom Provision

Teaching spaces have a constantly visible Values display to identify expectations for learning behaviours. These boards are used as a prompt and reference to identify, promote and encourage positive behaviours from all pupils. All classrooms have reflection/reset sheet appropriate for the age/needs of the children. These strategies support the expectation that pupils will:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and orderly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

5.2 Individual Rewards

A Values dojo can be awarded by any member of school staff to any learner for demonstrating values. In addition, values ambassadors can award dojos to any learner in school. Dojos are recorded electronically and totals are shared with parents weekly on Arbor (Hill Farm's MIS System). Learners will be awarded individual certificates to recognise their achievements of Bronze 250, Silver 500 and Gold 750 and Platinum 1000 dojo points.

A maximum of 25 dojos can be awarded per week.

In addition, children can be nominated by their class teacher to receive a fortnightly values or oracy award in the celebration assembly where parents can attend to join the celebration of their successes.

5.3 House System & House Rewards

There are four houses, chosen by the children based on the animals in the Coventry City Crest:

- Wildcats (Green)
- Elephant (Blue)
- Eagle (Yellow)
- Phoenix (Red)

Children and staff are allocated to a house on arrival to Hill Farm and remain in this house until they leave. Dojos that are awarded to pupils in recognition of demonstrating the values behaviours (see above), are amassed together to calculate a total for each house. The school totals are revealed in fortnightly celebration assemblies. At the end of each term the winning house receive a special award.

5.4 Celebration Assemblies

A celebration assembly is held on alternate Fridays for years 1 – 5, EYFS join in the summer term. Year 6 have a separate half-termly learning and celebration assembly. Parents of identified children are invited in advance to celebration assemblies.

Teachers present;

- Values Award – Pupils are chosen for displaying any of the Hill Farm values.
- Oracy Award – Pupils are chosen for demonstrating one of the four oracy strands.
- Bronze, Silver, Gold or Platinum Award Dojo awards.
- Any school achievement such as pen licence.
- Children may also bring in awards they have earned out of school.
- House Cup Award.
- Class Attendance Award

6. Roles and responsibilities

6.1 School Staff

All staff must promote, model and actively teach the school values in order to cultivate a climate of mutual respect where safe, effective teaching and learning can take place. All staff will utilise a range of differentiated strategies to appropriately support the needs of all learners.

Genuine, specific and values-based praise should be appropriate to needs and be used consistently and fairly to:

- Establish an ethos of caring, friendly, positive acceptance.
- Encourage positive self-esteem and self-reflection in all learners.
- Reward positive values and the attitudes/behaviours that exemplify these.
- Encourage all learners to emulate values-based behaviours through the use of proximity praise and consistent reward.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and attitude to learning chart
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons with early morning work ready
    - 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

There should be a high rate of specific praise. A rate of 3:1 for positive/praise statements to negative/corrective statements is essential.

Guidance for classroom misbehaviour/attitude should;

- Be brief and to the point, giving minimum attention to the child.
- Use values based language directed at the behaviour and not the child.
- Be delivered in a calm and authoritative tone.

Once guidance/correction has been issued the teacher will return to the activity and seek to deliver praise statements as soon as positive values are demonstrated. The expectations and procedures outlined are expected throughout all aspects of school life.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of directed classwork
- Poor attitude to learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual Violence and sexual harassment, online sexual harassment (including social media), sexual exploitation, coercion and threats
- Damage to school property
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items that are listed within the 'Searching, screening and confiscation' DFE guidance Searching, screening and confiscation advice 2018

6.2 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.3 The headteacher/SLT

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.4 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 misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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.

6.5 Pupils

Pupils should understand and promote:

- The Hill Farm values
- The expected standard of behaviour at all times
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals and any other pupils who need additional help to meet the behaviour standards.

7. Responding to misbehaviour

Pupils are taught to recognise positive learning behaviours and when they need 'Reflection (Thinking Time)' and who can help them. Early intervention must be made to support any learner who is struggling to display these and this is to be done individually/one to one and quietly with the learner without disrupting the flow of the teaching. At all times, the teacher should clearly identify which value needs modifying and positively guide the learner on how to achieve this.

If a pupil's learning behaviour is preventing themselves or others from learning the following reminders are given.

1. Non verbal reminder – such as a look, tap on the table, stand behind pupil. Positive praise pupils who are displaying values.
2. Verbal reminder of expectation is given without disrupting the learning.
3. Second Verbal reminder of expectation is given without disrupting the learning with a reminder of the potential consequence should the disruption continue.
4. If the learner's behaviour does not improve, if, the pupil may be moved to a different classroom accompanied by an adult to complete work or a restoration activity
5. After 10 minutes, pupil to return to class. Pupils will be supported by an adult or peer (depending on age and ability) to continue with their learning. If on return to class the learner's attitude to learning does not change/improve, a member of SLT is called to collect the pupil to complete work or restorative activity.
6. Class teacher will record this information on Arbor and parents will receive a notification through Arbor and class teacher will discuss at the end of the day.
7. If the behaviour is repeated on a second occasion, parents will be invited to a meeting with the class teacher.
8. If the behaviour continues for a third occasion parents will be invited to a meeting with the class teacher and a member of the senior leadership team appropriate to their year group with the aim identifying actions going forward to support pupil with behaviour.
9. If there is no improvement in the behaviour a meeting will be arranged with the Headteacher to support the pupils return to expected behaviours which may involve the introduction of a Suspension/Exclusion.

If a pupil's lunchtime behaviour is preventing themselves or others from engaging positively, then the following reminders are given:

1. Verbal reminder of the behaviours and values they expect to see.
2. If the behaviour continues, a 5 minute reflection time with the LSA to have restorative conversation using restorative practice prompts to enable a consistent approach for all pupils.
3. If the behaviour continues, SLT will be called and the behaviour policy would be implemented.

To support pupils who need social or emotional support during lunchtimes the family support worker is available throughout lunchtime in the nurture room.

Lunchtime suspensions from school is a sanction that is considered when repeated disruptive behaviour or harm to another pupil or property.

7.1 Suspension (in line with DfE Behaviour in School Guidelines September 2022)

1. For some children the route to suspension from school may take a period of months whereby a child accumulates a series of 'misbehaviours' which are not consistent with the school values or disrupt or

prevent the education of the majority of the children in the class. Before suspension occurs it is assumed that all other sanctions have been tried and failed, leaving no other alternative.

2. The other route to suspension can be due to an action in school which requires an immediate response, when the child has:

    - Deliberately physically injured another child
    - Verbally or physically abused an adult
    - Deliberately caused damage to the school property
    - Demonstrated behaviour of malicious intent

7.2 Permanent Exclusion

This final action may be as a result of accumulating a series of 'suspensions' or for a single serious offence (which may come from a child with no previous history). When a child reaches this final stage, it is the expectation of the Headteacher that his/her professional judgement is accepted. The Governing Panel will be called and procedures will take place in line with DCSF directives.

Formal Process

Use of rewards and procedures as outlined above.

Stage 1 Support Card following a meeting with a member of the senior leadership team. (Class teacher to monitor). Parents must be informed and involved. This will run for a 10 day period. Verbal conversation with parents. SENCO/internal behavior interventions explored.

Stage 2 Support Card (Senior Leader to monitor). Parents must be informed in writing and involved. This will run for a 5 day period. Referral to SENCO/Outside Agency and Headteacher.

Stage 3 Suspension issued following discussion with parents/carers.

Chair of governors informed

ANY BEHAVIOUR WHICH IS DEEMED TO BE OF A SERIOUS NATURE MAY RESULT IN THE ABOVE PROCEDURES BEING SUPERSEDED. IN THIS CASE THE INCIDENT WILL BE RECORDED AND THE HEADTEACHER WILL DECIDE ON APPROPRIATE ACTION.

8. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

These measures could include:

- Re-integration meetings
- Daily check-in/check out cards with the pastoral team/year group leader
- Report cards with personalised goals
- Support from the pastoral team
- Support from external agencies

9. 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 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, the school 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 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.

9.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school 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?

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

9.2 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.

9.3 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 Coventry local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. 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 is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
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, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying our anti-bullying strategy https://hillfarmprimary.org.uk/wp-content/uploads/2022/03/Anti_Bullying_Policy_2021-22.pdf

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by discussing expectations with parents/carers during a meet the teacher evening at the start of the year. In-year admissions will meet with the headteacher as part of the joining process.

11.2 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 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.

12. Training

As part of their induction process or whole school CPD, our staff are provided with training on managing behaviour, including training on:

- Managing behaviour in the classroom using the behaviour policy
- Overview of class SEN pupils
- How SEND and mental health needs impact behaviour, i.e Emotion Coaching

Behaviour management will also form part of continuing professional development.

A staff training log is kept.

13. Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- 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 regularly analysed by the Headteacher and Inclusion Manager.

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

- At school level
- By age group
- At the level of individual members of staff
- 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.

14. Reasonable force/Physical Intervention and Restraint

Physical Intervention where necessary will be in line with the Coventry LA/Trust Policy/Guidance Statement on Physical Intervention and Restraint. SLT at Hill Farm will receive Team Teach training to ensure the safety and welfare of our children should any physical restraint be deemed as the only option. This is reflected in our policy for Physical Intervention and Restraint.

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.

15. Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

15.1 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.

15.2 Searching a pupil

Parents/carers would be contacted prior to any search unless it is believed that the pupil will harm themselves or others in which case the above DfE guidance would be followed.

15.3 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 6.1) and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

15.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 6.1
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 6.1), including incidents where no items were found, will be recorded in the school's safeguarding system.

15.5 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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

15.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

16. 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
- In any other way identifiable as a pupil of Hill Farm Primary 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).

17. 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.

18. Zero-tolerance approach to sexual harassment

The school will ensure that all incidents of sexual harassment 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
https://hillfarmprimary.org.uk/wp-content/uploads/2024/09/Safeguarding-and-Child-Protection-Policy-2026/2027.pdf
Physical Intervention where necessary will be in line with the Coventry LA/Trust Policy/Guidance Statement on Physical Intervention and Restraint. SLT at Hill Farm will receive Team Teach training to ensure the safety and welfare of our children should any physical restraint be deemed as the only option. This is reflected in our policy for Physical Intervention and Restraint.

19. Mobile phones

If a pupil walks to and from school unaccompanied and the parent/carer wishes for them to bring a mobile phone to school, they should complete a form acknowledging this. The pupil should hand their phone into the school office at the start of the day and collect at the end. Pupils who are found with their phones in school or refuse to hand in will result in parent/carer being contacted. Unfortunately, Hill Farm cannot take responsibility for the safekeeping of mobile phones or in the event of loss or damage.

20. 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 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. https://hillfarmprimary.org.uk/wp-content/uploads/2024/09/Safeguarding-and-Child-Protection-Policy-2026.2027.pdf

21. 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.. https://hillfarmprimary.org.uk/wp-content/uploads/2024/09/Safeguarding-and-Child-Protection-Policy-2026.2027.pdf

22. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by Ruth Winters, Chair of Governors.

23. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy
- School uniform policy
- Home work policy