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Hunningley Primary Academy Behaviour and Relationships Policy 2026-2027

Date of last central office review:	June 2025	Review Period:	1 year (minimum)
Date of next central office review:	October 2026	Owner:	Stuart Ingram – Regional Director – Secondary Matthew Wynne – Regional Director – Primary
Date of next school level review:	September 2026		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

Review Timetable

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually
Policy tailored by individual schools	September 2026
School policy ratified by Local Governing Bodies	November 2026
Implementation of Group Policy	September 2026



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September 2026-2027

Behaviour Policy



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Behaviour Policy

Intent

At Hunningley Primary Academy, our aim is to promote a positive school climate where learning is at the heart of all we do based on a sense of community, mutual respect and shared values. We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in a manner that reflects their core values of integrity and respect.

We believe that children should be intrinsically motivated to do the right thing. All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning and with their future lives.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupil's understanding of why certain behaviours are expected; this in turn helps them to make positive decisions around their own conduct as we prepare them for life and learning. Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems. This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate their own conduct.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate."

Implementation

We believe that promoting good behaviour throughout the school is the shared responsibility of staff, children, parents and governors and requires us all to ensure that:-



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- Children understand how any of their behaviour is acceptable and the reasons why some behaviours are not acceptable. Children are expected to take responsibility for their own behaviour and follow the School Behaviour expectations.
- The environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
- Parental co-operation is recognised and their support around behaviour management is encouraged and valued. Parents are expected to work in partnership with the School to maintain excellent standards of behaviour and inform the school about any changes at home that could impact on learning and behaviour in school.
- Staff will provide good role models showing consideration and respect for each other, for children and their families. They will take responsibility for ensuring the policy is implemented in a fair and consistent manner.
- School leaders have responsibility for training staff (including volunteers) in the implementation of the policy. They will also quality assure the application of the policy in all areas of the School whilst ensuring that tracking and monitoring systems are in place; they will devise and implement strategies to improve behaviour, where required.
- The Principal has responsibility for the for the implementation and day-to-day management of the policy and procedures. She will report records of serious incidents to LGB on a termly basis.
- The Local Governing Body are responsible for ensuring the Behaviour Policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.
- All unacceptable behaviour will be dealt with promptly and consistently in accordance with this policy.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by a sense of failure.
- All children are able to learn in a safe, calm, non-threatening environment which allows them to be the best that they can be.

Children are taught and encouraged to make positive relationships whilst taking responsibility for their own learning and behaviour in order to develop self-esteem, self-discipline, independence and a shared sense of ownership and pride in our school.



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We have the highest expectations for all our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that children are not the same and that in some instances our expectations for behaviour may have to be differentiated to meet individual needs. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this, should it become apparent. We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions.

We do not believe in shouting at children as this leads to humiliation and embarrassment. Children at Hunningley Primary School will be treated with kindness, love and respect at all times and will know that mistakes with behaviour can always be repaired and overcome.

1. Behaviour Expectations:

- Do your best
- Show respect
- Be kind
- Behave in a safe way
- Be in the right place at the right time
- Handle emotions appropriately
- Communicate in a friendly way
- Cooperate with others

Few school rules exist but those that do are concerned with the safety and well-being of all. Children are expected to behave in a reasonable way, both to themselves and others, showing consideration, courtesy and respect at all times.



2. Graduated Approach

Stages		Response
Stage 1 1. Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children 2. Inappropriate language (not aimed at children) 3. Not listening 4. Not keeping hands and feet to themselves	1 st Verbal warning	Low key response Two Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind" At Hunningley Primary School we..."
Stage 2 Continued... 1. Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children 2. Inappropriate language (not aimed at others) 3. Not listening 4. Not keeping hands and feet to themselves	2 nd Verbal Warning	Low key response Two Positive Choices: 'You can either ____, or ____, but you may not ____' Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind" At Hunningley Primary School we..." If behaviour continues - child is reminded of rule and informed what the consequence of continuing with this behaviour will be. (Consequences linked to behaviour expectation not followed).



Stage 3 Level one behaviour 1. Inappropriate language aimed at others 2. Beginning to challenge authority/ minor level. 3. Treating classroom without respect	Time taken back from closest Playtime/ Lunch time Incident logged in behaviour log	Rule reminder "At our school we..., by continuing to.. you are choosing to...(consequence given linked to behaviour)" Child to miss part of play or lunchtime to make up for lost learning time with the person who gave the consequence. If occurs in the afternoon, work is to be sent home to be returned the day after. Discuss with parent at the end of the day, if needed.
Stage 3 Level Two Behaviour 1. Serious and deliberate rudeness to adults 2. Leaving room without permission 3. Continues refusal to complete set tasks after having level 2 consequence 4. Upsetting and name calling to other pupils 5. Highly disruptive behaviour 6. Throwing objects across the room	Incident logged in behaviour log Consequence given	Rule reminder " At our school we..., by continuing to.. you are choosing to be..." Consequences could include: • Full playtime lost • Work being sent home • Internal exclusion for next lesson including play/lunch • Detention (need agreement from HT /SLT) Praise those making correct choices Phone call home made by class teacher





Stage 3 Level four behaviour 1. Persistent offensive/abusive language 2. Throwing objects to hurt 3. Break/destroying class equipment 4. Physically hurting others 5. Damaging property 6. Racist/Religious/homophobic incident	Sent to Senior Leader Incident logged in behaviour log and on CPOMS	If this is consistently happening, a behaviour plan is issued for the child. Consequences: • Detention • Internal Exclusion • Fixed Term Exclusion Senior leader to make phone call home
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Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained. At the end of each day, the class celebrate examples of following the school expectations and helpfulness that have taken place that day. These celebrations and recognition adapted to ensure inclusion of all pupils' additional needs.

3. Prohibited items and searches

The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others.

The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory





power but identified in the school's behaviour policy as an item which may be searched for. If an item is **not** listed in the school's behaviour policy under this heading then a search cannot be conducted without consent from the pupil. Consequently it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal or a member of the Safeguarding Team can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs





- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- Mobile phones
- Cameras
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.





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Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

4. Drugs

Hunningley Primary operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.



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Hunningley Primary will take into account guidance issued by the Department for Education. We will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme (at an age-appropriate level when appropriate) and the school will also involve outside agencies such as drugs education charities (as appropriate). Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.



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5. Bullying

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms. Bullying is behaviour by an individual or group, repeated over time, that hurts another individual or group, either physically or emotionally.

Bullying can be motivated by actual differences or perceived differences. It may involve an imbalance of power between the perpetrator and the victim. Bullying will **not** be tolerated at the academy.

Bullying can come in many different forms:

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include:

- Physical e.g. punching, kicking, hitting, spitting at another person,
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse, taunting, mocking, making offensive comments; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities,
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings. Physical or verbal threats might be used to force the person to hand over their property,
- Face-to-face or remote e.g. via the internet or text, including unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability,





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- Bullying can be a form of peer-on-peer abuse, sexual harassment and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.
- Bullying may be by someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Bullying will not be tolerated at Hunningley Primary Academy

Parents should refer to the schools' Anti-bully policy for detail on procedures to follow if they are concerned that their child may be involved in, or the subject of bullying activities.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Principal, designated safeguarding lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Consequences (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including Early Help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully



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investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

- A clear and precise account of the incident will be recorded on CPOMS by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again (including working in partnership with parents and carers).
- Encourage the person being bullied (and parents/carers) to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Ensure that consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - § advising those targeted not to retaliate or reply;
 - § providing advice on blocking or removing people from contact lists;
 - § helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.





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- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, Compass referral, TADS referrals, Pastoral Team involvement, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions, this may also include sessions and involvement with the Pastoral Team to identify any needs, causes or triggers.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS), Compass, or TADs as appropriate.

Preventing bullying Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.



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- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos.
- Promote openness and opportunity to discuss how to prevent bullying during school council meetings, pupil conferencing, robust and well planned RSE curriculum, morning meetings and wish well, clear behaviour expectations focused on respect.

6. Sexual Harassment and Sexual Violence

Any type of sexual harassment or sexual violence will **not** be tolerated at Hunningley Primary. Procedures for managing such incidents are detailed in the Safeguarding and Child Protection Policy that can be found on the school website. Hunningley Primary also follows guidance and procedures detailed in KCSIE 2021.

Pupils who may have been a part of or affected by such incidents will be supported by the Safeguarding and Pastoral Team. All involved will be treated with respect and made to feel safe, secure and that we are here to listen and support. Any relevant sanctions and support required will be decided by the Principal, DSL and other professionals (as necessary).

A risk assessment will be drawn by the Principal and implemented once the incident has been investigated. Referrals to outside agencies and professionals will be undertaken accordingly. Our RSE curriculum is carefully planned and sequenced, and addresses consent ensuring children have a good understanding of how to keep themselves safe and what is and is not acceptable behaviour.





7. Sanctions

Please refer back to the graduated approach also.

For children who do not follow the school Behaviour Expectations, the following procedures will be followed:

From time to time it is inevitable that some children do not make positive choices about their behaviour; at this point, the language we use is crucial.

1. Behaviour Reminder

Say the child's name and repeat the expectation clearly. The desired behaviour is always described, rather than the undesirable behaviour being demonstrated. This draws attention to what you want to see, rather than what you don't want to see. E.g. Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.

2. **Two positive choices are given.** E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated, in a calm tone, until the child chooses one of the two options.

3. Give a choice and a consequence

If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g. Child's name, you have a choice; you may put the pencil in the pot or if you continue to throw pencils at other children, you will stay in and tidy all the things on the floor at break time.

4. Incident recorded in behaviour log and consequence actioned

If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken recorded in the child's behaviour log.

5. Children who are disrupting the learning of others.

The above steps should be followed initially however; the class teacher may decide that the child needs to be removed from the class to enable other children to learn.

If this happens, the incident should be recorded in the class behaviour log. The child must make up the time spent away from their class in their own time.

Consequences must be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Consequences should never embarrass a child or seek to humiliate them in front of their peers. 9





6.Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred directly to team leaders, such as acts of excessive aggression towards another child or a member of staff. Team leaders will investigate the incident and will decide on appropriate actions. They may inform the Assistant Head Teachers and/or Principal, depending on the severity of the incident that has taken place.

Where there has been an act of aggression towards another child or member of staff, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. The incident will be logged both in the behaviour log and on CPOMs. For incidents of this nature, internal isolation or an exclusion may be considered with the Principal.

Detentions

Where detentions are used parents will be informed by staff by either telephone, face to face or in writing. Detentions may take place the same day, during a lunchtime or the following day. They may last up to 45 minutes to make up lost learning time. Detentions will not take place at weekends. Lunch-time detention will allow a reasonable time for the child to eat, drink and use the toilet (20 minutes). 24 hours' notice of a detention and parental permission is no longer required provided that:

Staff have considered:

- the welfare of the child
- whether the child has caring responsibilities
- travel arrangements home for the parent and child
- inconvenience to the parents does not matter as long as the child has a means to get home safely.

Specify that:

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent

Only the Principal may give detentions.





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Malicious accusations against staff

Any accusation made against a member of staff must be reported directly to the Principal. The Principal will then investigate and seek further advice (as appropriate). Sanctions decided and implemented. Parents will be kept informed of all decisions made.

The power to discipline beyond the school gate

The school behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This may also include bullying incidents and cyber-bullying outside of school where the incident impacts on the education of children.

Positively Managing Behaviour:

Morning Meeting

Each morning, all children will take part in a Brain Smart Start. This will involve:

- An activity to unite the class
- A breathing exercise to focus the children and eliminate stress.
- A circle time which involves 'Wish Well' where children can share worries about people special to them that everyone then wishes well and 'Celebrations' where children can share events that have happened to themselves or people that are special to them

Rewards

Hunningley Primary Academy takes steps to acknowledge positive behaviour choices. Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and



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/ or helpful. Essentially, we say what we see... For example: 'Child's name, you did your best in Maths today and although you found some parts tricky, you got there in the end. Good for you!' Or: 'Child's name, you picked up the coats that were on the floor; that was helpful as no-one will now trip over them and our school looks tidy'.

We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publicly acknowledges the positive choices they are making.

Reward Systems

Each Key Stage operates their own reward systems for children. In KS1 dojos are used and in KS2 table points are in place. If a staff member notices a child demonstrating one of our core values, they may reward the child with either dojo or table point. Points are collected each week. At the end of each half term, the class or table with the most points will be rewarded.

Star of the Week and Celebration Assemblies

Each week, one child from each class will be chosen to be our 'Stars of the Week'. Parents will be invited to the assembly where details of a child's good work and positive behaviour choices are shared and celebrated. Celebration assemblies will take place towards the end of the week where specific children will be chosen by the class teacher to celebrate something they have achieved (e.g. this may be something the pupil has gained outside of school, a new skill acquired or linked to behaviours for learning).

Principal's Letter

At the end of each half term, one child per class will be chosen by the Principal to receive the Principal's Award. The award will be given to children consistently demonstrating the school's behaviour expectations and for being an excellent role model and ambassador for our school.

Informal Conversations with Parents

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by sending mail-box messages and chatting informally at the start and end of the day and at parent consultant meetings each term.

Home School Book

For some children, it may be appropriate for class teachers and parents to have more frequent discussions regarding a child's behaviour. In this instance, a Home-School book may be considered. It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet. Used successfully, it



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should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

Safe Place All classrooms have a Safe Place. This is a place where children can go independently at any time when they feel stressed or upset. Children are not sent to the Safe Place and it is not a consequence for poor behaviour choices.

Personalised Plans

For some children, spending the whole day in class may be too much for them to cope with and be successful. The Senco, along with the class teacher, parents and other Senior Leaders will carefully analyse trigger points for such children and devise personalised learning plans for them which may involve them spending time away from class or the playground with an experienced member of staff. This would in no way be seen as a punishment for unacceptable behaviour, merely a way of meeting individual needs. The child would be expected to complete the learning set by the class teacher but would take part in therapeutic interventions that would help the child manage and regulate their behaviour.

CPOMs

School records all Safeguarding and serious incidents, including race, hate or bullying incidents on CPOMs. Serious incidents that have required staff to positively handle a child will also be added to CPOMs, with specific details. Behaviour incidents that are not considered to be of a serious nature will be recorded in the class behaviour log. When the child reaches the end of a step in the Behaviour Log, this will be recorded on CPOMs.

Reaching the End of a Step on the Behaviour Log

When a child reaches the end of Step One or Step Two they will be invited to attend a meeting with the class teacher. During the meeting, their behaviours will be reviewed and targets will be agreed. The child will then attend a behaviour meeting again in two weeks. If the targets are met, the child will return to the beginning of Step One. If targets are not met, the child will continue on Step Two. If targets are not met after a Behaviour Meeting for Step Two, the child's parents will be invited to meet with the Team Leader, Class Teacher and SENCO at the end of Step Three. If the child progresses to the end of Step Four, parents will be invited in to meet with the Principal, Class Teacher and SENCO. In the rare instance that a child progresses to the end of Step Five, the Senior Leadership Team will meet and review all options, considering a change of setting or permanent exclusion. A multi-agency meeting with a representation from the governing body will be called if a permanent exclusion is agreed. Parents will be informed of the outcome.



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Lunchtimes

Children are expected to follow the same behaviour expectations at lunchtime that they do for the rest of the school day. Lunchtime staff will follow the same procedures for managing children's behaviour. If an incident needs to be recorded in the behaviour log, the lunchtime organiser will communicate the incident to the class teacher, who will then complete the log.

8. Use of social media

The provisions stated apply to all forms of social media and to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Any misuse of social media must be reported to either the Principal or Vice Principals. Any breach of the policy on the use of social media will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.

9. Use of reasonable force

The school follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence •





causing personal injury to, or damage to the property of, any person (including the pupil himself); or

- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property.

The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?

Physical intervention is a last resort when all other avenues of desolation have been exhausted to prevent a child harming themselves, others or property. It should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

The use of force works alongside and cross refers to the use of force during searches described in the separate section on searches above.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff.

Exclusions

Please refer to the exclusions policy

Owner	Secondary Improvement Team and Primary Team Stuart Ingram – Regional Director – Secondary Matthew Wynne – Regional Director - Primary
Department responsible	Secondary Improvement Team and Primary Team





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United Learning Independent Schools/Academies/Both	Academies
Reviewed	September 2026
Date Authorised	Ratified at LGB November 2026
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