

Hillcrest Early Years Academy



Behaviour Policy

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Aims

At Hillcrest Early Years Academy, it is our primary aim to ensure a positive and restorative approach to the management of behaviour. We ensure a safe environment where children are secure, happy and able to learn, promoting the well-being of every child. We work towards treating pupils fairly and in a consistent manner, but with the flexibility that takes account of individual needs. This behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way to meet the needs of our children.

This policy aims to:

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

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- 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.

Roles and Responsibilities

The board of trustees

The board of trustees are responsible for:

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

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

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the board of trustees
- 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 (see section 13.1)

Staff

Staff are responsible for:

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

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

The Behaviour Curriculum

Expectations

Pupils are expected to:

- 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 around the school

- Treat the school buildings and school property with respect
- 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.

Gem Powered Learning (Behaviour for Learning)

Hillcrest Early Years Academy uses the Gem Project to support our children with their learning behaviours. The Gem Project is a metacognition approach to teaching and learning. It builds children’s self-confidence as learners and, in turn, their self-esteem towards life.

Throughout the school day, children can be awarded with ‘Gem Powers’ for the learning behaviours they display (see diagram below). The concept was developed by Dr Tom Robson to give children a metaphorical language to help them explain how they are feeling as learners as well as to help them no matter what they think their ability is, they can always improve and ‘aim high and achieve’. The Gem powers cover many of the key characteristics and behaviours that make successful and independent learners.



The Golden Rules

At Hillcrest, the staff and children have worked together to create our own Golden Rules that are unique to us and ensure that we create the positive environment which we strive to achieve.

The Golden Rules are displayed around the Academy and are used in every day language with our children. These rules are supported by the Gem Project and underpin all that we do. If a child breaks a Golden Rule, there will be a restorative conversation held and an age-appropriate sanction used as a consequence of the choice made. Golden Rules are the expectations we hold for every child.

Our Golden Rules are:

- We use our manners
- We are active listeners
- We use kind hands, feet and words
- We walk around the building calmly and quietly
- We show respect to all those around us
- We share with our friends
- We use our indoor voices inside
- We are polite and respond if someone speaks to us

Little Sparkles:

- In Little Sparkles, visuals of 'happy' and 'sad' faces are used to support children with the choices they make. If they make a good choice, the green, happy card is shown and if they make a poor choice, the red, sad card is shown. Staff keep these on their lanyards so they are nearby at all time.
- If children have made a poor choice, they are encouraged to be redirected by staff. If further reflection is needed, this will be for 2 minutes and then a restorative conversation will be held. Staff use Redirect, Reflect and Restorative as the approach to managing behaviours in Little Sparkles.
- Reflection time for Little Sparkles can be holding an adults hand whilst they model and point out desired behaviors (2 minutes) or it can be sitting out (2 minutes).
- A restorative conversation will be held after the 2 minutes Reflection Time.

Little Gems:

- In Little Gems, visuals of 'happy' and 'sad' faces are used to support children with the choices they make. If they make a good choice, the green, happy card is shown and if they make a poor choice, the red, sad card is shown. Staff keep these on their lanyards so they are nearby at all time.
- If children have made a poor choice, they are encouraged to be redirected by staff. If further reflection is needed, this will be for 2 minutes and then a restorative conversation will be held. Staff use Redirect, Reflect and Restorative as the approach to managing behaviours in Little Gems.
- Reflection time for Little Gems can be holding an adults hand whilst they model and point out desired behaviors (2 minutes) or it can be sitting out (2 minutes).
- A restorative conversation will be held after the 2 minutes Reflection Time.

Reception:

- If children have made a poor choice, they are encouraged to be redirected by staff. If further reflection is needed, this will be for 2 minutes and then a restorative conversation will be held. Staff use Redirect, Reflect and Restorative as the approach to managing behaviours in Reception.
- Reflection time for Reception can be holding an adults hand whilst they model and point out desired behaviors (3-4 minutes) or it can be sitting out (3-4 minutes).
- A restorative conversation will be held after the 2 minutes Reflection Time.

Year 1:

- In Year 1, if a child breaks a Golden Rule, they are given a chance to reflect within the classroom and will sit on their carpet spot. The adult will then hold a restorative conversation with them around the choices they have made.
- If this behaviour persists, children will go to the 'Reflection Zone' during morning playtime whereby they will be supported to reflect for 5 minutes with an adult from their classroom.
- If the behaviour is after morning breaktime, the SLT will hold 5 minute Reflection Zone up at the office at the start of lunchtime.
- If the behaviour displayed is after lunchtime, children will be reminded of the expectations and if these behaviours persist, parents will be spoken to at the end of the school day.
- If children are asked to go into the Reflection Zone, a conversation will be held with parents at the end of the day.

Year 2:

- In Year 2, if a child breaks a Golden Rule, they are given a chance to reflect within the classroom and will sit on their carpet spot. The adult will then hold a restorative conversation with them around the choices they have made.
- If this behaviour persists, children will go to the 'Reflection Zone' during morning playtime whereby they will be supported to reflect for 5 minutes with an adult from their classroom.
- If the behaviour is after morning breaktime, the SLT will hold 5 minute Reflection Zone up at the office at the start of lunchtime.
- If the behaviour displayed is after lunchtime, children will be reminded of the expectations and if these behaviours persist, parents will be spoken to at the end of the school day.

A phone call or face-to-face conversation must be had with parents if there is an incident of Child-on-Child abuse.



The Restorative Approach

The Restorative Approach is based around supporting children to resolve conflict through a fair and peaceful process in which all parties are heard and respected. We believe that relationships should be built on mutual respect and the ability to listen to each other. It is everyone's responsibility to uphold the value of 'aim high and achieve'.

Using the Restorative Approach will give children the skills to independently take responsibility for their behaviour and make more informed choices in the future. This is also supported by the Gem Project. Restorative approaches encourage pupils to think about how their behaviour affects others. If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Many situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused

We recognise that there will be situations where using the Restorative Approach alongside appropriate sanctions will be necessary.

Responding to behaviour

At Hillcrest, we promote a positive approach to managing behaviour. We try to focus on rewarding wanted behaviour rather than punishing unwanted behaviour. We are also mindful of individual children's needs as well as any additional needs the children might have. With this in mind, we tailor our ways of managing behaviour dependent on the child and their needs. Below are some examples of what we might use, but we always consider making reasonable adjustments in order to meet the needs of the children.

Definitions

Unacceptable behaviour at Hillcrest is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-compliance with behavioural expectations (Golden Rules)
- Poor attitude to learning
- Lack of respect
- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting or physical abuse
- Racist, sexist, homophobic or discriminatory behaviour

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- 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

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Whilst we recognise the young age of our pupils, we take a 'it could happen here' stance to the above types of behaviours.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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

Please see the Anti-Bullying Policy for full information which is available on the school website or please speak to the Academy Office for a physical copy.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- Badges
- Dojo points
- Gems (see Gem Powers)
- Message to parents on Class Dojo
- Learning being displayed on the wall
- Visit to the SLT to show their work and this will be rewarded with specific Headteacher praise cards, stickers and wristbands (where appropriate)
- Certificates in Celebration Assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Removing of the pupil from the classroom
- Planned ignoring of the behaviour

- Small amount of playtime or lunch time missed to given children the opportunity to reflect (proportionate to ensure children still get a break)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Pastoral Support Programme
- Suspension
- Permanent exclusion, in the most serious of circumstances

At Hillcrest, we strive to create a positive learning environment. Therefore, sanctions are used as a last resort.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Whilst it is recognised that the children attending Hillcrest Early Years Academy are young, 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 see the Academy Safeguarding and Child Protection Policy for further information.

Reasonable force

As defined within the DFE's 2013 'Use of reasonable force'; Reasonable force is... 'Reasonable in the circumstances' means using no more force than is needed.'

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

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 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.

We recognise the young age of our children, but take the stance that 'it could happen here'.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Gem Powers clearly in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Use consistent strategies for dealing with low-level disruption
- Using positive reinforcement

Searching Screening and Confiscation

Confiscation

Any prohibited items (listed in Definitions section) 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 the pupils parents after discussion with senior leaders if appropriate. Should a pupil's parent be unavailable, items will remain in school until collection.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, 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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead , to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the Definitions section, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

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

- Desks
- Lockers
- 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 Definitions section) 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.

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 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our Child Protection and Safeguarding Policy and the allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed for a maximum of one session.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child is removed from the classroom.

Suspension and permanent exclusion

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

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

Recognising the impact of SEND on behaviour

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

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

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

- Short, planned movement breaks for a pupil with SEND who find it difficult to sit for long
- Adjusting seating plans to allow pupils with visual or hearing impairment to sit nearer the teacher
- Adjusting uniform requirements for pupils with sensory needs
- Ongoing training for staff in understanding conditions
- Use of different environments where possible to support children to regulate their emotions
- Support through Lego Therapy and restorative conversations
- Any other adjustments and adaptations that are reasonable to meet the needs of the children

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In conjunction with classroom-based staff, the school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. You are able to make contact with the SEN Caseworker to discuss this as well as the school.

Supporting pupils following a sanction

- Children will be supported through the restorative approach to reflect on their behaviour (also supported by the Gem Project), to reflect on their behaviour choices and discuss how things could be different next time
- Have access to further support where required e.g. lunchtime clubs, check ins, specific targeted work, pastoral support plans

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 by either visiting the website or asking the office for a physical copy.

Pupil 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.

Training

Staff receive regular training both around how to manage behaviour and the underlying reasons for why children might display certain behaviours. This training happens across the academic year and covers many different topics.

Attendance and behaviour

Our behaviour policy is closely linked to our attendance policy and we endeavour to ensure high standards of both attendance and behaviour at all times. These policies are to be read in conjunction with one another.

Monitoring arrangements, behaviour and policy

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provisions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders (via anonymous surveys)

The data will be analysed regularly by SLT.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

This behaviour policy will be reviewed by the headteacher and board of trustees annually. At each review, the policy will be approved by the headteacher.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- SEN Policy

- Attendance Policy