



Hempland
Primary School

BEHAVIOUR POLICY

Approval Date: September 2023

Review Date: September 2024

Member of staff responsible: Abbie Innes

Rationale

At Hempland, we are committed to enabling all children to access education successfully. This is an inclusive process; part of this is a commitment to establishing high expectations of behaviour from all members of the school community.

We have 4 key values at Hempland – Respect, Opportunity, Ambition, Resilience which underpin everything we do as a school.

We value all members of our school community as unique individuals and we believe that the behaviour of all, has a key part to play in enabling children to achieve academically and socially. Our behaviour policy applies to all children and adults of our school and also the wrap around care we provide at both before and after school club. This includes lunchtime supervisors, kitchen staff, office staff and visiting teachers to our school. We reserve the right to challenge any adult who does not adhere to or follow the guidelines set out in this policy.

The policy provides a framework for pupils, staff and parents to understand the school's expectations in a supportive and aspirational environment.

The implementation of this policy is the responsibility of all staff throughout school.

Aims

- Develop the whole child enabling them to take responsibility for their own behaviour and have high expectations of themselves.
- Provide a welcoming and friendly atmosphere in which children will feel secure and develop the skills which enable them to make right choices about their own behaviour and that of others around them.
- Enable children to know when they have been successful through positive recognition.
- Ensure a whole staff team commitment to effective positive behaviour management which is supportive and accepting of diversity.
- All staff to hold good behaviour in high esteem and overtly and consistently reward and promote it at all times.
- All staff to be the role model for children at all times.
- Understand that although we have high expectations of all children-each child is also an individual.
- Provide a consistent system and approach to behaviour throughout the whole school

Our School Rules

Our 4 key values form the basis of our 4 school rules.

We believe that this approach ensures that behaviour throughout school is fully embedded, consistent and our expectations are understood by all members of our school community.

We **respect** and care for other people, their opinions and our environment.

We take every **opportunity** with an open mind in order to grow, learn and discover.

We show **ambition** to achieve the best we can.

We are **resilient** and persevere through challenges.

Staff responsibilities

- Demonstrate care and compassion
- Be consistent and fair
- Discuss the school rules and expectations with the children regularly, using classroom display and visuals
- Teach learning behaviours alongside managing poor behaviour
- Use classroom management strategies to support good behaviour and choices
- Praise when expectations are met and challenge when expectations are not met
- Use targeted support for children who need it
- Follow the graduated STEPS approach to poor behaviour

Senior Leadership Team responsibilities

- To ensure the behaviour policy is implemented consistently across school
- Report to governors on the impact of the policy and present behaviour data regularly during LGCs
- Be visible around school and demonstrate the expectations to our school community
- Recognise and celebrate staff and pupils who go beyond expectations
- Encourage positive praise
- Support staff in managing behaviour particularly with those children with more complex needs
- Ensure displays and visuals in shared areas throughout school
- Follow the graduated STEPS approach to poor behaviour

Supply staff responsibilities

- Read through the class overview before teaching
- Read through the behaviour policy before teaching
- Follow the behaviour policy
- Liaise with Phase Leader if support is needed

Praise and Rewards

We have a clear structure of outcomes to positive and poor behaviour. Positive behaviour is praised in public while poor behaviour is tackled in private.

Verbal Recognition	Given by any member of staff to individuals or groups
Stickers	Awarded to individuals for class/year group specific targets or areas of focus
Team Points	Awarded by any member of staff to an individual or group for demonstrating our school values. Children are in one of four teams. Team points are collected in all classes and collected together in our weekly Celebration Assembly. Teams work on achieving rewards which are displayed on our reward ladder which is in all classrooms and halls. See Appendix 1
Celebration Assembly Certificate	Awarded weekly in Celebration Assemblies. Teachers recognise 2 children who have demonstrated our school values.
Headteacher Sticker	Awarded to children who have completed great work or who have demonstrated an excellent attitude.
Headteacher Postcard	Awarded to children who have completed great work, demonstrated an excellent attitude on a consistent basis or who have shown an exceptional contribution to our school. A postcard is sent home through the post.

Lunchtimes

- Lunchtime staff will award children stickers for showing positive behaviour at lunchtimes.
- Lunchtime staff will award team points to children who have demonstrated our school values.

Expectations for all

Using please and thank you and displaying good manners are expected by all members of the school community.

When/Where	What this looks like
Movement around school	<ul style="list-style-type: none">✓ Walking around school should be sensibly and quietly at all times✓ When walking past rooms where others are working, this should be in silence✓ When moving around school as a whole class or group, walking should be in a line✓ Doors should always be held open for others
Play and lunchtimes	<ul style="list-style-type: none">✓ All children leave classrooms sensibly and quietly and walk to the playground/field.✓ Equipment will be taken out onto the field/playground by the playground monitors ready for the start of the session.✓ All equipment will be used sensibly for its intended purpose in the designated areas.✓ The <u>first</u> whistle will signal 5 minutes before the end of playtime/lunchtime for equipment to be tidied away by all. Playtime monitors will help with the organisation of the equipment.✓ The <u>second</u> whistle will signal the end of play/lunchtime and all children to stop and stand still silently.✓ One class/year group at a time will walk sensibly back to the classroom as directed by the member of staff on duty.✓ Class teachers will be present on the playground/field for the end of the session and will always lead their class back into school.
Dinner hall	<ul style="list-style-type: none">✓ Good manners are always shown to all of the lunchtime staff✓ Children take responsibility for keeping their eating areas clean and tidy.✓ Voices are kept at an appropriate volume when inside the dinner hall.
Assemblies	<ul style="list-style-type: none">✓ All classes enter and leave the hall silently and sensibly.✓ Respect is always shown to the member of staff/visitor leading the assembly through good listening and offering a contribution when possible.✓ Year 6 monitors will ensure chairs for adults and benches for children are ready for the start of the assembly.
Classrooms/learning time	<ul style="list-style-type: none">✓ Classroom environments are calm, ordered spaces that are free from clutter to reduce cognitive overload.✓ Class teachers establish clear rules and routines to enable all children to succeed. For example, a routine for entering and exiting the classroom.

	<ul style="list-style-type: none">✓ Children are given age appropriate responsibility within the classroom✓ Noise levels will be appropriate to the task
Cloakrooms/communal areas	<ul style="list-style-type: none">✓ These areas are kept clear and tidy, with all members of the school community taking collective responsibility for this.✓ Early Years and Key Stage 1 cloakrooms - Coats and bags should be hung on a peg and the floor should be kept clear at all times.✓ Key Stage 2 cloakrooms - Locker doors are always kept closed, no property should be left on top of the lockers and the floor should be kept clear at all times.

Sanctions

Poor behaviour which is dealt with in a consistent manner across school. We begin each session reinforcing positive behaviour and our expectations and look for those children who are modelling the behaviour we expect and recognise these children to encourage others to do the right thing. When a sanction is issued it should be proportionate to the behaviour. It should be made clear that it is the behaviour that is unacceptable not the child. Behaviour incidents (from Step 4 onwards) are recorded on CPOMs.

STEP	APPROACH	ACTION
1	A reminder of expectations and rules	This must be to the whole class with praise for those children modelling the correct behaviour
2i 2ii	A verbal reminder A verbal warning	This is specific to the child in class. Explain what rule the child has broken and what the expectation is. Ask the child whether they need help or support with what they are doing
3	'Time out' in own class	Move the child from their working space to a different area in their classroom. Explain that the child now has the choice to follow the rules or miss time from their breaks (this can be stood outside with an adult)
4	Minutes from playtime	The class teacher or TA should ensure that the child does this at the beginning of the playtime. The child should either complete the work that is unfinished or the number of minutes issued. Minutes missed should be recorded privately. During the missed minutes the teacher or TA should use restorative questions regarding the behaviour. Record on CPOMS
5	'Time out' in another class/place	If the child continues to disrupt the class then moving to another classroom may be the best approach for the child. Work needs to be provided for the child that they are able to complete independently. The child will miss their full playtime. This should be followed up by the class teacher with restorative questions. The teacher the child has been sent to should not need to discuss what happened with the child, but just offer a safe space. Should the child be disruptive in the new class then move to Step 7. Record on CPOMS.
6	Further verbal warning	Conversation with parents/carers via phone call or at the end of the day by teacher. Record on CPOMS.
7	Phase Leader to become involved if the situation continues.	Conversation with the parents/carers via phone call or at the end of the day by teacher and a meeting with

		parents/carers is arranged with teacher and Phase Leader. Record on CPOMS.
8	HT to become involved if no improvement in behaviour.	Parents/carers, HT and class teacher meet to discuss needs of the child. SENDCo to be included if appropriate. Class teacher to develop behaviour support plan if appropriate. Internal exclusion may be appropriate Record on CPOMS.
9	Relevant agency support	Outreach request if appropriate Other external agency as appropriate Class teacher to update behaviour plan if needed following advice. Record on CPOMS.
10	Fixed term exclusion	Between 1 – 3 days. As per Pathfinder Exclusion Policy. Record on CPOMS.
11	Permanent exclusion CPOMS As per Pathfinder Exclusion Policy	As per Pathfinder Exclusion Policy. Record on CPOMS.

The following behaviours are considered unacceptable at Hempland Primary School:

- Swearing at others
- Goading or teasing other people
- Being unkind or hurting others
- Taking other people's things
- Interfering with other children's work or activities
- Throwing objects
- Breaking school property
- Fighting
- Bullying

In these instances, each case will be considered carefully and dealt with as fairly as possible taking into consideration the needs of the individuals involved and to the school community.

Restorative Questions

If a child has been given a sanction, they should be given the opportunity to reflect on their behaviour. We use restorative questions to support this process when it is appropriate to do so.

- *What happened?*
- *What were you feeling at the time?*
- *What have you felt since?*
- *Who has been affected - How did this make them feel?*
- *What do you need to do to start to put things right/do things differently?*

See Appendix 2

Bullying

Bullying of any form is unacceptable at Hempland Primary School. This includes verbally, physically, emotionally or online. All pupils are entitled to learn in a safe and supportive environment.

Bullying is typically characterised by:

- Repeated incidents – they are frequent and happen over a period of time
- The perpetrator intends to cause verbal, physical or emotional harm
- Targeting specific individuals or groups
- Unequal power relations – one person wants to feel more powerful than others

It can take the form of:

Racist bullying: Bullying based on ethnicity, religion or skin colour. It is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation

Transphobic bullying: Bullying based on another person's gender variance or for not conforming to dominant gender roles

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours

Sexual bullying: bullying that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender.

At Hempland Primary School we aim to prevent bullying from happening in the first place. We do this through our values based curriculum, fostering an ethos of tolerance and respect for everyone and through specific anti-bullying lessons and through our PSHE curriculum. Staff take all reports seriously and use CPOMs to record incidents that are reported to them. Incidents are then investigated by members of staff and/or members of the SLT.

We recognise that bullying can happen to any child, but particular with children who are perceived to be different by other children.

These include:

- SEND children
- Children who may be looked after or adopted
- Pupils who may have a health problem
- Pupils who may be caring for others
- Pupils whose families are perceived to be different

We also recognise that there may be a reason why a child may be bullying another. Our aim is to ensure that the bullying stops, that the victim is supported and that the perpetrator understands the causes and consequences of their behaviour. We apply similar sanctions to those previously mentioned ensuring that the victim is aware that there has been a consequence.

Bullying, and other forms of inappropriate behaviour, is monitored through CPOMS by the SLT and reported to governors.

Use of restraint and positive handling

Restraining a child who is putting themselves or others in danger may be used as a last resort after all other de-escalation strategies have been attempted. Positive handling may be used by members of staff trained in the Team Teach approach to ensure that the child, other children and adults are not harmed by the behaviour. This means the child would be held by a member of staff until it was safe to release. After the event, staff review what happened and look for triggers that may have caused this behaviour so that the behaviour can be avoided again. A review form is completed and parents are contacted. **See Appendix 3**

In some instances, staff may need to use positive handling who have not received training. See DFE guidance on the Use of Reasonable Force in Schools. Section 93 of the Education and Inspections Act 2006. The Act enables school staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force. Schools do not require parental consent to use force on a student. Staff will only intervene physically to prevent children hurting themselves or others and as a last resort. When physical intervention or positive handling is necessary, proportionate and reasonable it will be conducted in a way that shows care and concern for everyone involved.

The following actions should be avoided by adults:

- Shouting
- Aggressive stance
- Appearance of anger
- Challenging questions such as why...?
- Making promises that cannot be kept
- Personal comments
- Talking about the child's behaviour in front of the child to another adult

In order to de-escalate difficult situations, staff will:

- Remain calm
- Reduce the size of their body
- Listen to the child
- Provide space
- Provide time
- Divert the focus
- Be prepared to change the person dealing with the situation
- Remove other children from the environment

Whenever dealing with a child's behaviour, the circumstances behind the behaviour is sought. Often there are reasons for behaviour issues which may include problems at home, classroom organisation, relationships with others. There may also be issues which are not in the control of the child. For instance, persistent lateness or not having the correct PE kit. In these instances the school will work with the child and when appropriate, the family, to help them to solve these issues. Individual behaviour support plans and risk assessment provide more detailed information and strategies for children who need more support with their behaviour. **See Appendix 4**

The role of the parent/carer

At Hempland Primary School we aim to work with parents and carers to ensure that children receive consistent messages about how to behave.

Hempland Primary School expects parents and carers to support the school rules and expectations and any sanctions that a child may receive for poor behaviour. If there is a concern regarding a rule or an applied sanction, parents and carers are advised to speak to the class teacher in the first instance. Should they still be unhappy after speaking to the class teacher, they should contact a member of the Senior Leadership Team or the Headteacher. If these discussions cannot resolve the issue, parents have the right to make a formal complaint.

The role of the governing body

The governing body sets down these general guidelines on standards of behaviour and this includes reviewing their effectiveness. The governors will support the Headteacher in carrying out these guidelines. In the absence of the Headteacher decisions will be deferred to the Deputy Headteacher.

Exclusions

Please see Pathfinder Exclusions Policy

Monitoring

The Headteacher and SLT will monitor incidents of behaviour across school through the use of the CPOMs and through discussions with staff. There will be regular reviews of behaviour across school and when appropriate CPD training will take place for all staff. The Headteacher will also report incidents, issues and trends to the governing body.

Appendix 1 – Team Point Reward Ladder

Number	Reward
1	Extra playtime
2	Non uniform day
3	Arts and crafts afternoon
4	Movie and popcorn time
5	Bring a toy to school day
6	Intra school sports competition
7	Picnic
8	Ice cream van visit
9	Skates, scooters and bikes course

Appendix 2 – Scripts and questions to support STEPS approach

REMINDER (STEP 2)

I noticed you chose to (noticed behaviour)

This is a reminder that we need to (refer to school values and school rules)

You now need make the right choice. Is there any help you need with this?

Thank you

Example: I notice that you are running. This is not very respectful to others. Please walk. Thank you

WARNING (STEP 2)

I noticed that you chose to (noticed behaviour). This is the second time that I have spoken to you. You need to make the right choice or you will begin to miss minutes at playtime.

Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you.

Example: I have noticed that you are not ready to do your work and this is the second time that I have spoken to you. This is not respectful so you need to begin your work or you will be needig to finish it during your playtime. Do you remember yesterday when you started your work straight away? That is the behaviour that I would like to see. Thank you.

REFLECTION TIME (STEP 4)

I noticed that you chose to (noticed behaviour)

You now need to spend time reflecting on your behaviour at break time.

Example: I have noticed that you have still not started your work. This is still not very respectful. You have now chosen to complete your work at break time. I will come and speak to you then about how we need to behave next time.

The person who has issued the sanction needs to be with the child during this time. They should either complete the task that they missed or reflect on the behaviour they displayed.

FOLLOW UP RESTORATIVE QUESTIONS (STEP 4 & 5)

What happened?

What were you feeling at the time?

What have you felt since?

Who has been affected - How did this make them feel?

What do you need to do to start to put things right/do things differently?

Appendix 3 – Behaviour Incident Form



Hemland Primary School
Behaviour Incident Form



Name of Pupil:							
Location of Incident:						Date:	
Names of staff involved:							
Duration of incident	Duration of any restraint	Medical check (pupil and staff)			Any injuries (pupil and staff)		
<p>Environment and Triggers Describe the incident (including what led up to it) and detail any restraint used</p> <p>What was the level of potential risk <i>Low</i> <i>Medium</i> <i>High</i></p> <p>Describe precisely what the risk was</p>							
Verbal	Slap	Punch	Bite	Spit	Kick	Hair Grab	Neck Grab
Clothing Grab	Body Grab (clinging)	Arm Grab	Weapons/missiles	Other			
Who was at risk?							
Controlling risk <i>Describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:</i>							
Have the parents been contacted? How has this been done?							
How can we prevent this happening again?							
Has the incident been reviewed with the pupil?							
Completed by:							



Name: _____ DOB: _____ Year: _____ Completed by: _____ Review date: _____ SEND stage: _____

Whole School Inclusive Behaviour Support:

Personalised Behaviour Support:

Examples of behaviour:

Level 1 Anxiety Behaviours	Level 2 Defensive Behaviours	Level 3 Crisis Behaviours	Level 4 Depression Behaviours	Level 5 Recovery Behaviours	Level 6 Follow up Behaviours.

Causes:

Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate
Script	Script	Script	Script	Script	Script

Parent/Carer concerns:

How the parent can help at home:

Agreed by	School:	Parents/Carers:

Risk Assessment

What other documents are already in place? (eg IEP, PSP, lesson planning, General Risk Assessment, Health Care Plan, Statement of SEN).

	SEVERITY	LIKELIHOOD												
	5. Death/Disability 4. Major Injury 3. >3 day Injury 2. Minor Injury 1. Property Damage	5. Very/Likely 4. Likely 3. Possible 2. Unlikely 1. Very Unlikely												
Risk	Hazard Observed	Who may be Harmed?	Risk rating before <i>severity x likelihood</i>	Control measures/ notes					Risk rating after <i>controls severity x likelihood</i>	Control measures by: <i>Initial</i>				
1														
2														
Plan written by:			Signed by headteacher:										Date:	
REVIEW OF RISK ASSESSMENT AND BEHAVIOUR MANAGEMENT PLAN														
Any significant changes since last assessment?														
(Consideration needs to be given to the impact of measures on behaviour in the review)														