



Good Behaviour Policy

This document has been prepared to set out the Good Behaviour Policy of Hanham Primary Federation. The document shall be reviewed annually and approved by the C&I Committee and Federation Board.

Document Control

Version	Revisions	Approved By	Date

Document Information

Review Cycle	Bi-Annual
Category	Statutory
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Reviewing Authority	C&I Committee / Federation Board

Rationale:

The Hanham Primary Federation ('The Federation') takes its responsibility of care for its students seriously and believes that everyone within the school community has the right to be safe, trusted, respected to enable them to fully access the curriculum and attain their maximum potential. This premise spans many areas; classrooms, playground and off site on curriculum/learning visits (museum trips and swimming lessons) and school journeys.

Across the Federation we expect the highest standards of behaviour at all times from all our pupils in line with each individual school's values and code of conduct.

Purpose:

1. To ensure that children have the opportunity to learn without excessive disruption.
2. To ensure that teachers can organise learning without teaching time being lost through poor behaviour.
3. To provide a safe, calm and secure environment for learning.
4. To promote self-discipline, self-control and responsibility.
5. To recognise and celebrate good behaviour.

Guidelines:

1. The federation will operate a behaviour programme which positively reinforces good behaviour whilst marginalising disruptive behaviour.
2. The system aims to produce a positive self-image in the child.
3. School rules will be clear, positively phrased and discussed regularly via assembly and circle time.
4. The system of rewards and sanction will be consistently applied by all staff.
5. Parental support will be sought through the Home-school agreement.
6. Children with additional needs may have an individual behaviour plan which supersedes the good behaviour policy

Around school:

1. Children are expected to walk quietly around the school building.
2. Assembly is a time for whole school reflection and children will be expected to enter and leave the hall quietly.
3. During PE, noise should be kept to a level where the teacher can give an instruction without raising their voice.
4. At the end of playtime, children are expected to line up quietly.
5. All staff are expected to take corporate responsibility for behaviour around the school and inappropriate behaviour should be consistently challenged.

In class:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This will be linked to the federation's values and will emphasis positive learning behaviour.

Adults will:

1. Create an maintain a stimulating environment that encourages pupils to be engaged
2. Ensure that classroom rules are discussed and that pupils understand what positive behaviour for learning looks like.
3. Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear, consistent routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting, celebrating and promoting good behaviour
- Concluding each day positively and start the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement.

Children are expected to:

- Try their best during lessons and challenge themselves
- Listen to instructions and respond positively
- Not engage in behaviour which could distract other children or disrupt the learning of the class
- Follow established classroom routines for attracting adult attention and support
- Maintain an appropriate volume depending on the context in which they are working – this will be stipulated by the teacher.
- Show respect for the opinions of other learners.
- Show respect for adults, demonstrating courtesy and politeness.

Definitions:

Misbehaviour is defined as:

- Disruptions during lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork.
- Disrespectful behaviour (e.g. answering back).
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.

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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, 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 platforms.

Roles and Responsibilities:

The Governing Body:

The Governing body is responsible for reviewing and approving the behaviour policy and for holding the Primary and Junior School Head Teachers responsible for its implementation. In conjunction with the FLT, they will monitor the effectiveness of the behaviour policy.

The Head Teacher, Deputy Head Teacher and Assistant Head Teachers (HT/DHT/AHT):

The HT/DHT/AHTs will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The DHT is responsible for learning behaviour and behaviour around school. The AHT and Inclusion Leader remains responsible for behaviours relating to a learning need or where a specialist plan for behaviour is put in place.

Phase Leaders:

Phase Leaders (PLs) will monitor their phase and ensure that the behaviour policy is consistently applied. They will feed this information back to the DHT. PLs will support staff in responding to behaviour incidents.

Teaching and Support Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils •
- Recording behaviour incidents

Parents:

Parents are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any change in circumstances that may affect their child's behaviour

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- Discuss any behavioural concerns with the class teacher promptly

Rewards:

Rewarding positive behaviour both improves a child's self-image and demonstrates to all that this behaviour is valued by the school community. As a federation we use 'Class Dojo' to reward and monitor behaviour.

To reward a child; points (dojos) can be awarded for a range of positive behaviours such as:

- ✓ Being on task
- ✓ Taking part
- ✓ Being persistent
- ✓ Working hard
- ✓ Helping others
- ✓ Teamwork

Senior Leaders will regularly monitor the dojo system to ensure that teachers are rewarding children on an equal basis.

Individual – to celebrate and reward individual behaviour

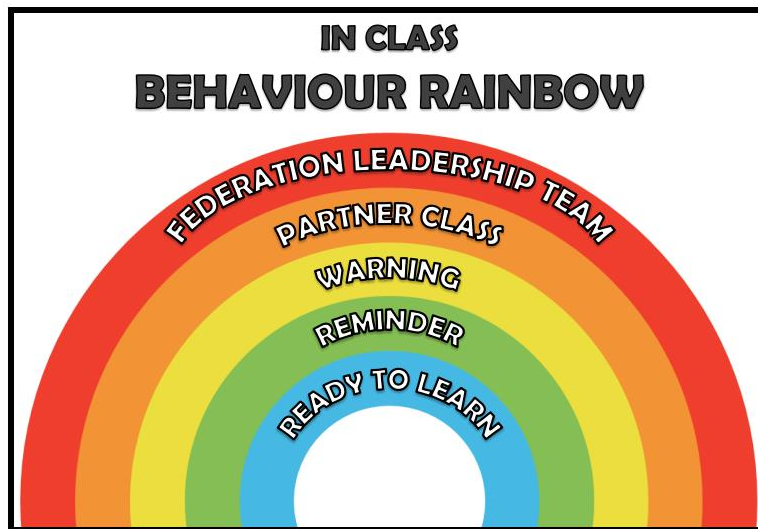
- Children can earn the 'Star of the Week' award, this is for behaviour linked to a school value
- Children can earn Dojo certificates and badges for accumulating a set number of dojos (40 = bronze, 100 = silver, 150 = gold)
- These certificates are presented in celebration assemblies.

Class – to celebrate and reward collective class behaviour e.g.:

- 1000 dojos for the class = class reward
- Pebbles in a jar (or similar) – 20 pebbles = class reward.

Sanctions:

Stepped sanctions aim to highlight inappropriate behaviour whilst giving the child the chance to conform to the school rules.



Ready to Learn

All children begin each session 'ready to learn'. This is crucial in order to preserve the positive nature of this behaviour policy and emphasis to them that each new session represents an opportunity to learn from past mistakes and behave positively; the school does not hold grudges and each new session represents a fresh start.

Reminder

If a child breaks one of the HPF Behaviour Rules, they will be given a verbal reminder by the adult supervising.

Warning

If behaviour does not improve, or another HPF Behaviour Rule is broken, a child will receive a verbal warning from the teacher. Following the lesson, they will need to start behind for 5 minutes to discuss their behaviour with the teacher. Receiving 3 warnings in a week will result in the child having to discuss their behaviour with the PL.

They will receive a negative dojo.

Reminders and warnings will be specific and make it clear to the child what the desired behaviour is.

Partner class

If a child continues to make poor choices after receiving a warning they will be asked to complete their work in a partner class. (Where available, the Phase Leader's class). At the end of the session, they will be expected to discuss their behaviour with the PL. This will take 10 minutes and the child will receive a negative dojo.

Federation Leadership Team

Children who receive 3 negative dojos in a week will automatically progress to this stage. Reaching this stage will result in parents being notified and the behaviour recorded on CPOMs. The child will need to attend reflection during their next lunchtime.

For serious instances of misbehaviour (deliberate violence, discriminatory language, swearing at adults or refusing to comply with instructions), a child will be sent to a member of FLT. In instances of refusal, a member of FLT may be sent for. Parents are informed by their teacher at the end of the day or through a phone call by FLT.

To protect children who routinely find themselves at odds with the Behaviour Rainbow and to provide them with opportunities to make the right choices, there may be a time where a Formal Behaviour Plan is created. This is written with parents, Class teacher and Inclusion Leader. Additional input/advice from external agencies may be sought.

Severe Behaviour Clause:

If a child engages in any of the following severe behaviours, the above stages will be by-passed and the child will be sent straight to the Head Teacher or Deputy Head Teacher and recorded via CPOMS

- Racial abuse
- Verbal abuse or swearing at an adult
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
- Violence towards adults.
- Persistent disobedience or destructive behaviour.

Parents will be informed of all of these incidents and sanctions will be applied with regard to the severity of the incident and the child's behaviour record.

This policy will be applied fairly to all children. Where children experience significant difficulties with their behaviour due to identified SEN they will be subject to a specific behaviour plan. This plan may include alternative and additional rewards and sanctions as appropriate to the child and agreed with parents.

Break/Lunchtime

The Good Behaviour Rainbow will apply to lunchtimes and playtimes. Where a child is escalated after a verbal warning, they will be asked to have time out sat in the playground under supervision from an adult.

Appendix

1.1. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing serious disorder
- Hurting themselves or others
- Damaging property.

(NB: federation staff receive TeamTeach training to guide them in the use of reasonable force).

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

1.2. Confiscation

Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline or a pupil's safety or wellbeing. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence (This can include phones)
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers
- fireworks
- pornographic images

1.3. Pupil support

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

The Federations' Inclusion Leader will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

1.4. Internal Suspension

Where appropriate, following a serious incident or an accumulation of lesser sanctions, a child may, subject to the Head Teacher's discretion, be subject to an internal suspension for a specified time period.

Parents/Carers will be informed of the reasons for the internal suspension. Governors are informed of internal exclusions.

When on internal suspension, the child will be sent, with relevant work, to an appropriate learning space (this will often be the Head Teacher's office). A child on an internal suspension will get regular breaks and a lunchtime break but not with their peers.

1.5. Exclusions and External Suspensions

The school follows the Local Authority and DfE guidance concerning exclusions and external suspensions.

The Head Teacher is legally responsible, following investigation from the DHT, for the exclusion or suspension of students and for gathering and preparing all exclusion documentation. This may be done with support and guidance from the Local Authority.

Parents/Carers will be notified verbally and this will be followed up in writing with the terms of the suspension. This letter will include guidance for parents on how to appeal should they wish. If the terms of the suspension are not being met the Federation will invoke the following clause:

"You are legally required to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may be given a penalty notice or prosecuted if your child is present in a public place during school hours on the specified dates and you fail to provide reasonable justification for this."

Following a suspension, a meeting between the school, the pupil and the parent/carer is arranged. This is often called a re-integration meeting. During this meeting, the reasons for the behaviour which necessitated the fixed term suspension are discussed and an action plan may be put together to support the pupil upon their return to school.

The governing body is notified about all external suspensions.

1.6. Pupil Transitions

To ensure a smooth and effective transition between year groups, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings in Term 6.

To ensure that behaviour is consistently monitored and that the right support remains in place, information related to pupil behaviour issues may be shared between relevant staff during the transition process.

Information concerning behaviour issues may also be shared with new schools and settings for those pupils transferring to other schools.

1.7. Parents and Carers

Parents are expected to behave in an adult, mature and respectful fashion at all times when on the school site or in conversations with members of staff. This also includes conversations taking place via email or telephone.

When a parent's behaviour is giving cause for concern, the parents will be spoken to about this. If there is no improvement then the governing body reserves the right to ban the parents from the school premises for a period of time.

Where a parent's behaviour is verbally or physically aggressive towards a member of the school community, the police will be informed.