

Hamstead Primary School

Behaviour Policy



Adopted on: January 2024

Re-adopted: September 2026

Review: September 2027

Introduction

The behaviour of children within our school is a shared responsibility of all stakeholders, with the Head Teacher having overall responsibility to ensure positive standards of behaviour amongst our children. The day to day implementation of the policy is shared by all adults working within school as we seek to ensure that our pupils display positive attitudes to learning and learn to behave appropriately in a variety of situations.

Aims

Hamstead Primary School is committed to providing the maximum educational opportunities for all its pupils, and to providing the kind of responsible, caring community, which is essential to the fulfilment of these opportunities. Every aspect of our school is affected by the behaviour of both the children and the adults who come together for this purpose. Attitudes towards acceptable and unacceptable behaviour therefore play a fundamental part in the overall ethos of the School.

All children are expected to work towards achieving the school vision values:

HONESTY: *We are honest with ourselves and in everything we do! We take responsibility for our actions and recognise the impact of these on ourselves and others.*

PERSEVERANCE: *We persevere in all that we do to overcome any challenges that we may face! We can take risks and have a 'can do' attitude to develop resilience to keep going even when things are difficult.*

SUCCESS: *We aim high to succeed in all that we do! We believe in our abilities and strive to be the best we can be.*

This is best achieved in a school where each child has the right to learn, work, and play in a friendly, safe and supportive school, and where all staff have the right to deliver their duties in an environment which enhances children's lives.

Aims of Hamstead Primary School's Behaviour Policy

1. To positively reinforce to our children acceptable standards of behaviour expected in school in order to encourage a calm, purposeful and happy atmosphere.
2. To ensure that all adults who have a positive influence upon children within school appreciate that they have an important contribution and responsibility in encouraging good behaviour.
3. To be aware that teaching good behaviour is important but only one aspect of the personal and social development of each child.
4. To offer practical advice in the management of good behaviour to ensure a consistent approach throughout school with parental co-operation and involvement.
5. To prevent incidents of bullying within school.

During their time at Hamstead Primary school children should be encouraged to achieve the following goals:

- To develop self-control and self-discipline.
- To be accountable for their own behaviour.
- To reflect on the impact of their own actions and behaviour.
- To have respect for others rights, including the adults in school.
- To expect fair and honest treatment.
- To encourage a co-operative atmosphere at all times and throughout the school.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum

- Effective classroom management by all staff
- Positive adult role-modelling
- Personalised programmes/support from outside agencies (where appropriate)

School Rules

The school has a set of clear rules which behaviour can be measured against.

By publicising these rules, it allows all of the School Community to know what behaviour is expected from the children so that time at School is spent in a safe, positive environment.

To be the best version of you:

- ***Always be kind to others.***
- ***Always be ready to learn.***
- ***Always listen to and share with others.***
- ***Always make good choices.***
- ***Always take pride in yourself and all you do!***

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials. Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

All staff have a shared responsibility with regards to setting and maintaining behaviour expectations. Staff need to be mindful that ***'the behaviour you walk past, is the behaviour you accept'***.

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

To treat all children fairly and with respect.

To raise children's self-esteem and develop their full potential.

To provide a challenging, interesting and relevant curriculum.

To use rules and recovery steps clearly and consistently.

To be a good role model.

To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

To recognise that each pupil is an individual and be aware of each pupil's needs.

In-Class Behaviour

There is a whole school approach to ensuring good behaviour within school. The Behaviour Recovery procedures are included as an appendix at the end of this policy. All classes must follow the agreed procedures to ensure consistency and fairness across the school.

The aims of applying a whole school Behaviour Recovery System.

1. To provide a relentless series of small manageable boundaries that prompt pupils to get back on task and maintain good relationships.
2. To provide a framework that supports staff wellbeing, effectiveness and relationships with all pupils.
3. To teach pupils how to recover from a relapse so that they can resume learning-the focus is on progress.
4. To use a 'language of recovery' that contributes to feedback and a language of learning.

To maximise time in the teaching and learning situation, Staff will set high standards at all times, establishing rules and routines and giving all pupils regular feedback and praise. The classroom environment will be arranged to encourage good behaviour, with resources easily available and tables carefully positioned.

The curriculum will be planned and monitored so that it is relevant, interesting and matched to the needs of the pupils in each classroom.

Staff will be trained to promote positive behaviour and will be trained to deal with incidents of unsatisfactory behaviour so that any incident is dealt with – including all those involved receiving support.

Out of Class Behaviour

Coming into school: On entry to school members of staff will supervise the movement of children from the school entrance points. All staff are to monitor appropriate entry to the classroom from 8.40am from the classroom doorways by staff. For Nursery children, this will be from the earlier time of 8.30am.

After school: All staff should ensure that corridors, routes to gates etc, are supervised. Classes should be escorted to the correct exit doors/gates. Children will be released to the appropriate adult collecting the child, unless school has been informed of different arrangements for individual pupils by parents e.g. Year 6 pupils walking home alone.

Supervision at school gates will be spread amongst year group staff so that there is a 'familiar face' for parents to pass on any issues/messages.

Playtime

Teachers and support staff on outdoor duty will be outside promptly at the beginning of break. They will be observant and position themselves so that each person is supervising a playground area (all areas need to be supervised in order to prevent behaviour issues arising). Staff will attempt to deal with possible conflicts/problems as soon as possible – ***including reassuring the individuals involved how the matter has been dealt with.*** In some cases, these problems will be referred to Senior Teachers. Staff inside the school will ensure that all children remain in the playground unless other arrangements have been made. These pupils will need to be supervised by a member of staff.

A whistle will be used to signal the end of breaktime and children will be expected to line up in an orderly manner ready to enter the school building. Staff are expected to be ready on the playground to escort their class into school.

A school bell system will be used to mark different points of the school day:

Rec/KS1:	Gates open	8.40am	KS2:	Gates open	8.40am
	Start of school day	8.50am		Start of school day	8.50am
	Start of lunchtime	11.45am/12.15pm		Start of lunchtime	12.15pm
	End of lunchtime	12.45pm/1.15pm		End of lunchtime	1.15pm
	End of school day	3.15pm/3.20pm		End of school day	3.25pm

Nursery timings are slightly different:
Morning Nursery: 8.30am - 11.30am
Afternoon Nursery: 12.15pm - 3.15pm

Lunchtime

Lunchtime supervisors will be deployed to ensure the safety of all pupils during the lunch break. Games will be promoted on the playground by Lunchtime supervisors. Each Lunchtime supervisor will be allocated a specific class so that pupils in that class have a designated point of contact.

Lunchtime supervisors will be trained to deal with behavioural incidents and be deployed in order to ensure the safety of all children.

In order to ensure good behaviour and safety of our children, views must not be ignored, and listening to all children will display fairness. Any child with a difficult problem and all injuries must be reported to Principal Supervisor.

When dealing with an incident, it is important to ensure that both parties involved in the incident are aware of how the incident has been dealt with and the outcome.

Children must not play excessive contact games and when seen they must be stopped. The playground will be zoned to allow space for children to run and other areas to relax.

All name calling should be stopped and dealt with immediately. If any child complains of being bullied or of receiving racial abuse, this must be reported to the Principal Supervisor so that correct procedures can be followed.

Dinner staff will note down any issues in a notebook checked daily in order that any outstanding actions are completed.

Assemblies and movement around the School

When moving around the school children will be asked to walk at all times in a quiet, sensible manner. This may include children walking in either single file (smaller group) keeping to the left of the corridor.

Children will be encouraged to open doors for each other, and for known adults and wait for them to pass through. All children will be expected to show good manners in school e.g. 'Please', 'Thank you,' 'Good morning'. This is something to be reinforced by all staff around school.

Class teachers will supervise classes on exit from classrooms, escorting classes to other areas of school e.g. entry and exit from the hall during assembly. Classes will exit the hall in a controlled manner (decided by assembly lead) to allow for smooth and calm exit from the hall.

Rewards and Consequences

Children respond better to systems which recognise their difficulties and strengths. Staff should always be aware that family and community influences affect the attitudes and values children bring to school with them. Anything, which recognises that children have achieved what has been asked of them, is desirable.

In any discipline system, the emphasis should always be positive, with encouragement and praise, rather than the more negative approach of criticism and punishment. Any criticism should always include advice on how to improve and should be constructive in its approach.

Short term rewards

A short-term reward is given to a pupil immediately on performance of the 'desired behaviour'. These could include:

- a) HPS Values Award certificates;
- b) Telephone call home from class teacher;
- c) Individual or Class Dojo points awarded (with prizes);
- d) Verbal praise - from the class teacher, peers, other teachers/adults;
- e) Stickers/stars in books or on jumpers;
- f) Work displayed in and out of class to increase a child's self-esteem;
- g) Child sent to a senior teacher for praise/recognition of work or behaviour;
- h) Termly Achievement letters sent to parents - recognising positive behaviour/work.
- i) Positive recognition to parents at the end of the session/ day

Longer term rewards

These rewards encourage children to persevere or give something a very special importance. These may include:

- a) Jobs of responsibility;
- b) End of year awards;
- c) Involvement of parents;
- d) Rewards for consistently good work and /or positive attitudes to learning.

To be effective rewards should be given consistently and rewards should be rewarding to the child - not just perceived as such by adults.

Addressing Unacceptable Behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates, to enforce the school's rules, and to ensure a safe and positive learning environment.

A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to 'stay on track'. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

- a) The consequence of breaking rules should focus on the misdeed rather than the child.
- b) Whenever possible, the consequence (sanction) should be given immediately after the occurrence of the undesirable behaviour, so that the pupil sees the link between the two events.
- c) The administration of sanctions should be consistent amongst all pupils.
- d) The consequence of unsatisfactory behaviour should always be appropriate to the act of misbehaviour.
- e) Where possible, the desired behaviour should be stated in positive terms so that the pupil is aware of what is required.

In exceptional circumstances the Head Teacher/Deputy Headteacher and/or Senior Managers may look at a range of alternative strategies when all other strategies have failed to have any effect – these may include reduced timetable, support from outside agencies like Inclusion Support and an intervention place may be requested at an alternative education provider.

At Hamstead Primary School, we follow Behaviour Recovery, which is a supportive and structured approach to provide alternatives for fixed term exclusions. This programme provides a highly structured, systematic and rigorous programme for establishing boundaries that lead to

de-escalating cycles of unwanted behaviour and over a period of time it will allow children to manage their own behaviour. When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. Behaviour books include Reflection Sheets that can be used as a basis for the child to understand and reflect on the impact of their behaviour. All staff should express their displeasure with the action and never the child e.g. 'That was not a good choice because...'

Some possible sanctions may include:

1. Verbal warnings
2. Changing of seating position – Reflection seat in class.
3. Repetition of work.
4. Withdrawal of responsibilities/privileges.
5. Loss of break time to reflect on their actions e.g. Reflection work.
6. Writing of letter of apology (structured in order to allow the child to know what an apology should include).
7. Referral to Deputy/Head.
8. Temporary exclusion from class to another location in School.
9. Involvement of parents e.g. class teacher to ring parent/carer; behaviour meeting.
10. Individual Behaviour Charts.
11. Lunchtime or Internal exclusion.
12. School exclusion (this is an extreme measure and the recommendations given in the folder 'Preventing and Managing Exclusions' has to be strictly followed. Exclusion may be for a fixed term period, or in extreme cases permanent).

*Sanctions (Taken from Sandwell Exclusions: Good Practice Guide June 2009)

Exclusions

Exclusion will only be taken as a last resort. Examples of behaviour types that may warrant a fixed term exclusion are:

<i>Continued disruptions/aggression in lessons/school</i>	1-3 days
<i>Challenge to authority/Defiance</i>	1-3 days
<i>Verbal abuse to staff/pupils/others</i>	1 day
<i>Racial abuse to staff/pupils/others</i>	1 day
<i>Bullying – physical/verbal</i>	1 day +
<i>Physical abuse to staff/ pupils/others</i>	1 day +
<i>Malicious allegations against members of staff</i>	1 day +
<i>Sexually inappropriate behaviour</i>	To be determined
<i>Theft</i>	1-3 days
<i>Vandalism</i>	1-3 days
<i>Extortion</i>	1-3 days

<i>Possession of drugs/offensive weapon</i>	1-3 days
<i>Threatening behaviour</i>	1-3 days
<i>Setting off fire alarm (maliciously)</i>	1-3 days

*The above acts only as a guide. The number of days given to the pupil is at the discretion of the Head Teacher. Longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence. In exceptional circumstances, the Head Teacher/DHT may feel it is appropriate to involve the police (This may also lead to a children's trust referral).

The decision to **permanently exclude** will only be taken:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in school.
- c) A child can also be excluded from a class day educational visit/ residential visit for extreme behaviour as outlined in the national guidance for 'off site and Out of Hours Educational activities' where extreme poor behaviour gives rise to concerns for the child's own safety or the safety of their peers.
- d) if the child has exhibited behaviour which potentially would endanger the wellbeing of others, and is committing a criminal offence.

*If unsatisfactory behaviour exhibited warrants police involvement this will be arranged by the School.

Children's Responsibilities

Children are expected to follow the school and classroom rules by showing respect for the rights and needs of all adults and other children in our community. Where a child's behaviour falls below this standard, parents may be informed by class teachers or a senior leader within school.

Children are not to use mobile phones during the school day. Mobile phones will be handed in to the class teacher at the start of the day and returned at the end of the school day.

Class Teachers/ Support Staff

Staff must apply the Behaviour Recovery model so that the whole school approach to dealing with behaviour is consistent. In the first instance, it is vitally important for staff members to establish their own expectations and management within the classroom. This will assist in establishing boundaries for pupils for the rest of the academic year. However, there may be times when staff are to support colleagues in dealing with all behavioural matters.

Staff are expected to deal with children in order that children reflect on their behaviour and can move forward after any negative incident. Low-level behaviour incidents will be recorded in class books. All staff should form a partnership with parents, with good communication being established, so that a holistic approach is used. Initial behavioural concerns with an individual and any behaviour incidents should be made directly by the class teacher to the parent/carer. Parents will be informed by the class teacher via a conversation when the child is collected at the end of the day or by a phone call if this is not possible to enable them to support the school behaviour policy at home.

Headteacher/ Deputy Headteacher

It is the responsibility of the Head Teacher, under the Schools Standards and Framework Act 1998, to implement the whole school behaviour policy consistently throughout the school, and to report to Governors when requested, on the effectiveness of the policy.

In addition, the Head Teacher will ensure that Section 175 of the Education act 2002 is being carried out (a duty of care in respect of safeguarding and promoting the welfare of the child) Section 157 of the Education Act 2003 is being carried out through 'Keeping Children safe in education'.

The Head Teacher and Deputy support all staff by implementing the policy and by the setting of standards of behaviour. The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious breaches of the school's code of conduct. This may be due to a series of incidents but can also be as a result of a one-off serious breach of the school rules and code of conduct.

For both fixed term and permanent exclusions, the school will follow the Local Authority adopted policy for Exclusion.

When is a behaviour meeting required?

Behaviour meetings can be made at the discretion of school staff, however as a guide, a meeting may take place following:

- **3 logged Reflection incidents:** BM 1 (Behaviour Meeting) Class teacher/ parents present.
- **4 logged Reflection incidents:** BM 2 Class teacher/ parents/ Phase Lead or Deputy.
- **5 logged Reflection incidents:** BM 3 Class teacher/ parents/ Headteacher and Deputy

Whole school support to Staff

It is recognised that all staff, teaching and non-teaching, no matter how experienced, may need support concerning managing behaviour at some point. This support is available:

1. From the Head, Deputy, SMT, Colleagues, Principal Lunch Supervisors.
2. By the involvement of parents wherever possible.
3. By the involvement of Governors.
4. By providing INSET/CPD training when necessary.
5. By regularly reviewing policies and procedures related to managing behaviour.
6. By the involvement of outside agencies when necessary.

Role of Parents/Carers

Parents and carers will support their child's learning and behaviour. We are very conscious of the importance of good communication between home and school. School expects parents/carers to co-operate with the school to ensure that children follow and abide by an agreed code of conduct and to ensure that school is supported in ensuring children follow the agreed rules. School makes best efforts to build a supportive, collaborative working relationship and dialogue between home and school and will communicate with parents immediately and regularly with regards to behavioural matters.

If a parent/carer, has an issue/concern relating to behaviour:

- In the first instance, we ask that concerns are raised with **your child's class teacher** either at the school gate or by contacting the school office to arrange a meeting/telephone call with the class teacher. This is important so that the class teacher is aware of the issue and can investigate first to try to find a resolution.
- Following contact with the class teacher, if the matter has not been resolved, this will be followed up by the class teacher with support of the Phase Leader who will investigate further.
- A further meeting/ telephone call may need to be arranged with the parent/carer to discuss the issue, if required, with the class teacher and/or Headteacher/ Deputy Headteacher.

This process must be followed to ensure that the concern/query is dealt with as efficiently as possible. We ask for parents' support with this.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. This may be followed up by the Phase Lead. The Deputy Head may then be involved, and then, if the concern remains, the Head teacher. Finally, the matter may require contact with the school governors.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head teacher and/or Governors who will take appropriate action. When a parent's behaviour is inappropriate on the playground the Head Teacher may decide to ban a parent from the school for a specific period or indefinitely depending on the seriousness of the incident.

Role of Governors

The Governing Body has the strategic responsibility of setting down these general guidelines on standards of discipline and behaviour, and for reviewing their effectiveness. The Governing Body support the Head Teacher in carrying out these guidelines.

It is the responsibility of the Governing Body to monitor the rate of fixed and permanent exclusions, and to ensure that school policy is administered fairly and consistently.

Special Educational Needs and Disability Discrimination (DDA)

At Hamstead Primary School, we recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Educational Psychologist and Social, Emotional and Mental Health Advisory Teacher.

As stipulated in Part 4 of the DDA (Disability Discrimination Act 1995) we will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers.

Malicious allegations against members of staff

Any allegations against members of staff will be dealt with in accordance with Child Protection and Safeguarding policy and guidance – including:

Child Protection Policy
Allegations against Staff Policy
Low Level Concerns against Staff

Role of the DSL/DDSL when dealing with behaviour

The DSL/DDSL will be notified in regards to any concerns with a child's behaviour. If the behaviour displayed by a child is a concern or is identified as being a significant change in behaviour, the DSL/DDSL will communicate with parents/carers to offer support from external agencies if this is required.

An Early Help Assessment or an Action for Children Referral can be arranged with the family to make sure all the relevant support is in place, preventing exclusions or further exclusions. Hamstead Primary School recognises that children's behaviour is communication. Therefore, staff will monitor contextual safeguarding concerns in making sure children are safe and not at risk of harm. If a child is excluded for any amount of time, the DSL will conduct home visits to safeguard the child and to maintain links to the school.

Staff will intervene immediately if there are any behaviours that are deemed to be homophobic, racist or any other type of prejudiced behaviours towards peer, staff and adults.

Child on Child Abuse

Children can abuse other children which can take many forms including:

- Sexual violence
- Sexual harassment
- Sexting
- Bullying – physical, emotion
- Cyber bullying
- Physical abuse

Staff at Hamstead Primary School take any incident this is reported to them by children or other staff members seriously and will fully investigate. Senior Leaders will act swiftly making sure that victims of Child on Child abuse are heard and action taken which is in line with the school's Behaviour Policy and Safeguarding/Child Protection Policy. If necessary and based on investigation and incident, the school exclusion policy will be followed.

Equal Opportunities

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

In the absence of the HT, the DHT will assume the role and responsibilities of the HT in this policy.

Statement of Behaviour Principles



Hamstead Primary School is committed to providing the maximum educational opportunities for all its pupils, and to providing the kind of responsible, caring community, which is essential to the fulfilment of these opportunities. Every aspect of our school is affected by the behaviour of both the children and the adults who come together for this purpose. Attitudes towards acceptable and unacceptable behaviour therefore play a fundamental part in the overall ethos of the School.

Aims of Hamstead Primary School Behaviour Policy

1. To positively reinforce to our children acceptable standards of behaviour expected in school.
2. To ensure that all adults who have an influence upon children within school appreciate that they have an important contribution and responsibility in encouraging good behaviour.
3. To be aware that teaching good behaviour is important but only one aspect of the personal and social development of each child.
4. To offer practical advice in the management of good behaviour and in particular to work in partnership with parents in this area.
5. To prevent incidents of bullying within school.

During their time at Hamstead Primary School, children should be encouraged to achieve the following goals:

- a) To develop self-control and self-discipline.
- b) To be accountable for their own behaviour.
- c) To reflect on the impact of their own actions and behaviour.
- d) To have respect for others rights, including the adults in school.
- e) To expect fair and honest treatment.
- f) To encourage a co-operative atmosphere at all times and throughout the school.

Signed: L. Howard (**Chair of Full Governing Board**)

Date: September 2026

Appendix 1

An example of Standard Letter reporting to parents when unacceptable behaviour has been observed. This will be completed by the Head or Deputy Head Teacher where it will be addressed to parents and placed in an envelope. A copy will be retained in school, with the original letter collected by parents either from the class teacher as children exit the school or from the School Office the following day. Parents will be alerted by text to inform them that a letter is to be collected. This will meet the current requirements of data protection legislation. (GDPR)

Dear Parent/Carer,

I am writing to make you aware of an incident involving today. During lunchtime,

..... has been spoken to about the incident and is aware that he/she should not have acted in this way.

School has clear expectations set out in the Behaviour Policy which include:

- Always be kind to others either in words or actions.

..... action today clearly does not meet our school's expectations and he/she has therefore completed a letter of apology and in-line with school policy will miss a further breaktime to reflect on the incident.

I would ask that you discuss the incident today with and his/her actions. I hope that you will support school in this matter.

Yours sincerely,

Mr. Fowler

Headteacher

Appendix 2

Behaviour recovery at Hamstead Primary School.

This document outlines how all staff apply a whole school approach to ensure good and better behaviour by HPS children. The document is an appendix to the School Behaviour Policy. It is developed following work with Sandwell Local Authority Inclusion Support.

At HPS, working with parents and the whole community, we will achieve this by providing all children with a safe, happy and challenging environment, which enables them to learn new skills, succeed and take part in a range of extra-curricular and cultural experiences. Each individual child will leave HPS feeling confident, self-motivated and independent so that they are ready for the next stage of their lives.

The Behaviour policy sets a clear set of school rules which are made known to the children.

Rewards

As stated in the school Behaviour Policy, 'In any discipline system the emphasis should always be positive with encouragement and praise.' Pupils should be used as 'role models' to promote positive behaviour in and around school. When a pupil displays positive behaviour, it should be rewarded to recognise the act and the pupil. This will help to develop self-esteem and positive relationships between pupils and staff.

Consequences

In the use of consequences, pupils learn from experience to expect fair and consistently applied sanctions. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

Provide clarity and consistency of suitable responses

Minimise disruption to others especially teaching and learning time.

Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.

Allow early involvement of parents, school leaders, SENCO and support agencies.

Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. All staff should express their displeasure with the action and never the child. Discuss choices (both positive and negative) that have been made by the child.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. The system of consequences should be discussed with children and displayed clearly in each classroom.

If unacceptable behaviour occurs:

HPS Classroom strategies
Reminder/Warning to child and polite but firm request about unacceptable behaviour using eye-contact; removal of distraction; closer adult proximity.
Step 1 Orange Warning
Use a supportive phrase such as “I am now giving you your final warning as your behaviour is not improving. Do you understand?” Child’s name is indicated on orange section of zone board displayed in class. <i>Children should be fully aware of what this means and the possible consequences of continuing with the unacceptable behaviour. If child continues to show unsatisfactory behaviour move to the next step.</i>
Step 2 Thinking Zone (In-class)
Child sent to sit in designated area of classroom in order to work away from the rest of the class (5mins). <i>Staff to have a discussion with child at the earliest convenient point to reflect on why their behaviour was unacceptable and what they are going to do to improve. Class work is to be completed and a discussion with member of staff so unsatisfactory behaviour can be reflected upon. Logged in Class book.</i>
If behaviour improves child will return to whole class situation and return to Green (at the end of the morning/school day). If not, they will progress to Step 3.
Step 3 Phase Lead with Reflection
Child to be sent to Phase Lead for some Reflection time away from the situation. Child will miss part of breaktime or lunchtime to complete Reflection work with class teacher/support staff/Phase Lead. They will be given time to calm down and reflect on their behaviour and will be asked to reflect on their behaviour. Once this has been completed and the member of staff who is with the child feels that the pupil is ready to return to their class, they then have a discussion about their behaviour and what choices they should have made. They are returned and welcomed back into class by their class teacher. This provides an opportunity to address and discuss the child’s behaviour.
If after Step 3 a child has shown improved behaviour they will return to class. If not, they remain in Behaviour Recovery for the next session. They will progress to Step 4, where parents will be contacted to attend a meeting with the member of staff and an SLT member.
Step 4 Parents Contacted
Child will remain under supervision in another classroom or the corridor area. Some individual support may be provided by a member of staff e.g. complete a Behaviour Recovery Sheet or letter template. Additional Behaviour Recovery sheets that focus on the child’s specific behaviour may also be completed. <i>*(If child refuses to leave the classroom, MAPA/Team Teach trained staff will support the child being moved).</i> Any Recovery sheets at this Step will be stored by HT/DHT and may form basis of discussion with child and parent. The child will apologise to the adult who sent them out of the lesson for unacceptable behaviour shown and then be accepted back into the classroom. Parents will be asked to attend a meeting if a child continues to show unacceptable behaviour at Step 4, or following the agreed amount of logged incidents. Behaviour support advice may be sought and children may be identified for mentoring/ nurture.

Lunch time Practice
Reminder/Warning
Step 1 Amber Child not allowed to play for 5 minutes...accompany a supervisor.
Step 2 Refer to principal dinner supervisor and remain for 10 minutes.
Step 3 Child sent to Phase Lead or SLT member and go to step 4 of the above procedure.

Additional Note:

It is expected that all teachers demonstrate good behaviour management skills (i.e. as per Teaching Standards). Therefore, teachers must take ownership for the behaviour of their pupils and exhaust all recovery steps before moving to the latter stages of the programme. For example, if the behaviour has been broken the teacher should remind the pupil that this is unacceptable and as such, a consequence will follow unless the behaviour is speedily recovered. Teachers must seek to resolve the situation within their own class before moving on to the next stage.