


Hanbury's Farm and Oakhill Community Primary Schools Federation



Behaviour Policy 2024

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

Title	Behaviour Policy
Author	Hanbury's Farm and Oakhill Primary Schools Federation
Date approved	Autumn 2024
Approved by	Adrian Allen – Chair of Governors
Signature	
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Date	Author	Note of Revisions
8.9.2023	NG	p6 Update to the school rules - PROUD Replacement of old link with new suspension and exclusion dfe link 2023
11.9.2024		Addition of British Values link. Change of individual behaviour plan to positive behaviour plan.

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This policy links with several school policies, and should be read in conjunction with the following:

- Child protection policy
- Child on child abuse policy
- Anti bullying policy
- Compliments, comments and complaints policy
- Online safety and Acceptable Use Agreements (AUP)
- PSHE and RSE policy
- SEND policy

Policy Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
 - *To teach children to think about their behaviour and to learn self – control.*
 - *To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.*
 - *To teach children politely so they can learn to be polite and fair.*
 - *To teach children to respect other people, their property, beliefs and feelings; essentially to respect difference.*
 - *To praise and reward good work, behaviour and attitudes. We will always reward improvement.*
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Legislation and statutory requirements

This policy is based on advice from the Department for Education documents listed below.

Behaviour and discipline in schools

[\(Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)\)](#)

Behaviour in schools - Advice for headteachers and school staff

[Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

The Equality Act 2010

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)

Use of reasonable force in schools

[DfE advice template \(publishing.service.gov.uk\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Maintained schools

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The behaviour Policy is available online from Autumn 2024 and is reviewed annually.

The Federation will always adopt:

A **Positive Approach** in all areas of behavioural support. The statements below underpin our beliefs:

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Core Values

Both schools have shared core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes of the Federation. These core values are: **co-operation (teamwork), respect, ambition, resilience, confidence and empathy.**

All core values support the government's modern British Values. [Advice template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/617622/guidance-to-schools-on-modern-british-values.pdf)

The Government has highlighted the following four key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

- 1. Democracy**
- 2. Rule of law**
- 3. Mutual Respect**
- 4. Tolerance for those of different faiths and beliefs.**

Expectations

The Federation will ensure that:

- *adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.*
- *all staff support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.*
- *good behaviour is rewarded*
- *encouragement and stimulation is provided to all pupils.*
- *children are treated fairly and staff apply this policy in a consistent way.*
- *All children are aware and follow the core values and the PROUD school rules.*
- *the school curriculum includes lessons linked to values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.*

Class Expectations

All classes will follow the same school rules, which are modelled and rewarded consistently and at a developmentally appropriate level.

Our School Rules:

We are Proud.

P – positive in our learning

R – respectful to those around us and always use our manners

O – own the right to be educated and make the most of every opportunity.

U – understanding of those around us and celebrate our differences

D – determined to do our best!

What we expect of children:

- To follow and respect the school's **Core Values**.
- To be polite to all adults, other children and visitors.
- To respect the authority of the adult in charge, following instructions given.
- To listen to adults and each other in lessons and in assemblies.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour.
- To accept a solution or consequence if they have done something wrong.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To walk about the school quietly and calmly.
- To care for the school and its equipment.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To respect everyone's beliefs and that we are all equal.

What we expect of the adults:

- To follow and model the Core Values
- To listen to children and to hear their point of view.
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of children's achievements.
- To be as fair and consistent as possible if children have misbehaved.
- To ensure the environment is safe.
- To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust their children and to care about them equally.
- To treat all children as individuals and to take an interest in their lives.
- To see each day as a fresh start.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

Extract from Behaviour in Schools; Advice for headteachers and school staff July 2022

Federation Rewards

Collective rewards:

House system: In both schools, children are allocated a house team, where they earn coloured tokens for demonstrating core values or following the schools' rules. These tokens are collected and combined to reward all children within the winning house.

Headteacher Trophy Reward: additional Orange tokens are awarded for any pupil who is chosen by their class teacher to share work with the headteacher. Each class will have an orange pot, where the class will work together to earn these tokens. At the end of a term, the winning class will receive a headteacher trophy for excellent teamwork.

Raffle Ticket Jars – raffle tickets are awarded in class for following the school behaviour rules and demonstrating core values. The children in each class then chose a weekly reward for the raffle ticket winner, who is randomly selected from the jar. The more raffle tickets they earn the higher the chance of winning each week.

Individual rewards

Weekly special mentions – throughout the week the teachers will recognise two pupils for outstanding behaviour or work which is shared in our weekly assemblies. Children receive certificates which they take home.

Core Value stickers: - children can receive a core value sticker from any member of staff for demonstrating this behaviour throughout the school day.

Stickers – class teacher may choose to award stickers for any other positive behaviour for an instantaneous reward in class. This also includes lunchtime stickers for good manners, eating habits and behaviour.

Above and Beyond class boards – these boards are to recognise work or behaviour which is above and beyond. All children will be rewarded on the above and beyond board during a half term and the reasons for pupils being rewarded will be shared daily on these boards.

Sanctions

The Federation uses the '**Good To Be Green**' system throughout the school, which creates a fair and consistent approach to behaviour.

Green cards:

The expectation is that all pupils maintain a green card and have a green card displayed against their name. Green is maintained by following the Federation PROUD rules and displaying the core values.

Blue stop and think cards:

This is a warning card issued to the child to have the chance to alter or change any negative behaviour being demonstrated.

Yellow cards:

This system teaches children about consequences to any negative behaviour. At this stage a pupil may receive a yellow card as a warning that the behaviour displayed is not meeting expectation. If a pupil receives a yellow card, the children's name will be entered online on DC Pro and a yellow card added to the class display.

As a consequence, this pupil will then lose the following break to reflect upon their behaviour.

Red cards:

If a pupil presents disruptive or aggressive behaviour at any point throughout the day, the pupil will receive a red card. These sanctions could include internal exclusion, time out of the class or loss of breaktimes; these will be on an individual basis as deemed appropriate. Consecutive red cards may result in parents being invited into school to discuss next steps.

Pupils with SEND

Children with behavioural issues do not always have Special Educational Needs (SEN). However, for some children with SEN their needs require greater flexibility to secure behaviour in class that is conducive to the learning environment. For these children, additional approaches and recording measures may be required. These will be tailored to the child's individual needs. Initially there will be a discussion between teaching staff, parent, and child. This information will be shared with the SENDCo and Senior Management. Behaviour will be monitored in school should the measures be unsuccessful, then the Head Teacher will liaise with parents and child and take further measures as needed.

Measures could include but are not limited to:

- Smiley face charts
- Positive rewards and sanctions above the general policy
- One to one intervention

- Small Group Support
- Recording of Antecedent, Behaviour and Consequences (ABC)
- Individual Behaviour plans and risk assessments
- Outside agency-advised strategies.
- Attendance at a short stay intervention placement away from the school. If this option is part of organised provision, parents have the responsibility to take the children daily.

Positive Behaviour Plan

An individual positive behaviour plan will be completed by the SEND Coordinator and parents, in order to identify realistic measures to support and improve behaviour of individuals.

Serious Incidents

Extremely poor behaviour must be reported to the headteacher immediately. A letter will be sent home or a phone call made to the parents.

For instances of serious unacceptable behaviour, a child may spend a period of time with a member of senior management, where he/she will be able to continue with their studies.

For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

This government supports headteachers in using suspension and permanent exclusion as sanctions when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Before deciding to exclude, the Head Teacher should:

1. Consider all the relevant facts and firm evidence
2. Allow the pupil to give their version of events
3. Check whether an incident appeared to be provoked by racial or sexual harassment
4. Consult others if necessary
5. Keep detailed notes at all stages

Suspensions

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that may need to be used.

This is where a pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour in the Federation.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The headteacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

Reintegration

Both schools will support pupils to reintegrate successfully into school life and full-time education following a suspension.

We will organise a reintegration strategy that;

- offers the pupil a fresh start;
- helps them understand the impact of their behaviour on themselves and others;
- teaches them to how meet the high expectations of behaviour in line with the school culture;
- fosters a renewed sense of belonging within the school community;

- and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

The Governing Body Responsibility

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

Please refer to the flow chart of governor responsibilities of the following document. [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs and incident records. These are recorded by the class teacher / lunchtime supervisor. From this data we are able to identify trends and address any concerns.
- Incident logs are also used to record any behaviour that is unacceptable and how it was dealt with.
- Report cards are also signed and kept as part of the child's behaviour file.

Lunchtime incidents

- Incidents at lunchtime should be dealt with in accordance with the whole school sanctions. Lunchtime supervisors should refer more serious incidents to the senior supervisor. Class teachers need to be informed of any incidents which are unresolved or ongoing.

Bullying

As defined in our safeguarding and anti-bullying policy the definitions of bullying are:

*Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is **repeated** or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.*

To be considered bullying, the behaviour must be aggressive and include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- repetition as these behaviours happen more than once or have the potential to happen more than once.
- actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Any behaviours that may need to be handled with sanctions will be in line with our policies relating to this Behaviour Policy and Online Safety Policy.

Online bullying is the use of technology (social networking, messaging, text messages, e- mail, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

Please refer to the Online Safety policy for further information with regard to search and deletion. DfE guidance can be found at:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Prejudiced related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around

belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Positive Handling (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of senior management notified immediately. Immediate action will be taken to involve parents.

A form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. If any child has been injured/ assaulted in an incident, the child's parents must be informed and the correct documentation completing.

The senior management team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly.

The curriculum for PSHE, is designed to foster appropriate and responsible behaviour and to deter offensive behaviour. The Federation implement the JIGSAW scheme of work, which is the mindful approach to PSHE and wellbeing.

Monitoring Racist Incidents.

Racist incidents are recorded and flagged as racist, these are recorded on CPOMS and reported to governors termly and on the s175 return to the local authority.

Roles

The Role of School Council.

The School Council consists of children from Reception – Year 6, who are democratically voted in. As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school such as being anti-bullying ambassadors. It is envisaged that they will play an important role in implementing the rules and liaising with the senior management team.

The Role of Parents.

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff.

All school staff have a responsibility to uphold the behaviour policy.

Lunchtime Supervisors are to liaise with the class teachers and communicate any incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff.

The Federation is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers in the Federation are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

If there are any concerns, teachers will deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.

Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, and welfare of all children in the school.

The Headteacher will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Role of the Governors.

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.