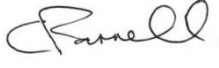




Behaviour Policy

Hamstel Junior School

Excellence in Everything

Compiled by	SLT
Reviewed	January 2023
Date of next review	January 2024
Signed: 3.09.22	 Headteacher

Aim:

The aim at Hamstel Junior School is for children to be supported in order for them to take responsibility for the management of their own behaviour, which will lead to successful learning.

Implementation

Portico Academy Trust is responsible for behaviour across the trust and for holding the Headteacher to account for the implementation of the behaviour policy.

Our Rights:

All pupils and staff at Hamstel Junior School are entitled to:

- The right to be safe
- The right to respect
- The right to learn

Our policy is a reflection of these rights, which are to be displayed in every classroom.

Classroom Expectations

The Hamstel Rights will be displayed clearly in each classroom. 'Our Rights' will be explained to the children which will lead to positive learning behaviours.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing Hamstel Junior School. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
-

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Parents

Parents are expected to:

- Support their child in adhering to the behaviour policy
- Inform the school of any changes that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher promptly
- Support the school in the application of the behaviour policy

Promoting Positive Behaviour

Behaviour management should always focus on seeking out and drawing attention to the learning behaviours we wish to develop. Staff are expected to foster an atmosphere of encouragement and to 'catch them being good', noticing and openly praising those children who are modelling the desired expectations and behaviours (both in the classroom and the wider school), thereby encouraging others to adopt these behaviours.

Rewards

Rewards are given in acknowledgement for behaviour which exemplifies our expectations and 'Our Rights'.

Children can be rewarded by a teacher by being given house points. These will contribute to the house-point reward system.

Sanctions

Positive behaviour management strategies should always take precedence over sanctions; when sanctions are required they should be given with reference to the behaviour, not the child. If sanctions are needed, the general principles of the Behaviour Management Ladder should be adhered to (Appendix 1).

Behaviour incidents are logged onto Arbor and are assigned behaviour points (-1 to -5) depending on the consequence of the behaviour. A brief description of the incident is placed on the log and all relevant staff members informed.

Levels of behaviour

-1. Low level disruption to learning

An example of this level of behaviour could be calling out, refusal to co-operate or being off-task.

Pupils are reminded of the expected behaviour with either a verbal or non-verbal cue. Class teachers use their discretion on how to keep track of the reminders in the way best suited to their class and teaching techniques.

Behaviour which is not corrected after reminders and continues to cause low level disruption to the learning of others will lead to a classroom consequence. E.g. time out for reflecting; repaying time lost in class or to complete work. It is expected that there is consistency with regards to the suitability of the sanction with respect to the scale of disruption.

-2. Continued disruption to learning:

Despite positive behaviour management strategies, some children will continue to display behaviour which is not conducive to learning. The teacher may make the decision to involve a Learning Mentor; the Learning mentor will support the child to help them regain focus before returning to the lesson.

The parent/carer will be contacted at the end of the school day. The teacher will discuss with the parent how they can support the school to ensure the child's behaviour improves. The behaviour will be recorded on Arbor in addition to the conversation with the parent/carer.

-3. Persistent significant disruption to learning:

If the child continues to display these types of behaviour as detailed in negative level 1 or negative level 2, the class teacher will consult with the year group leader and the child placed on a Ready to Learn Plan.

Parents will be notified and the targets and the strategies shared with them. The class teacher will record on Arbor that the child is on a Ready to Learn plan.

Learning Mentors may also be involved at this stage for additional support and this will be recorded on the child's behaviour log on Arbor.

If further action is needed, a report card may be used as a strategy to support the Ready to Learn plan. If a child is placed on report, they will be given behaviour for learning targets which they have to meet. These may be the same as those on the Ready to Learn plan. The class teacher will score the child out of 10 for each lesson. The child will then report to the year group leader at the beginning of break time, lunch time and at the end of the day to show them their scores. If the child persistently receives a score of 7 or below, further consequences will be put in place such as having to complete the work they missed in class due to their disruptive behaviour. Parents will receive a copy of the weekly report card and the class teacher will discuss the behaviour with the parent. If a child is in the class of a year group leader, the child will immediately report to a member of SLT.

If reporting to the year group leader is not effective, the child will be referred to a member of SLT; initially with one of the Assistant Headteachers escalating through to the Deputy Headteacher and finally the Headteacher.

A pupil may need to have a Modified Learning Plan in order to limit their time in school and to ensure they are being successful. The hours spent in school will be set at the least amount of time in school for success, gradually increasing to being in school full time.

-4. Severe disruption to learning.

Children who cause severe disruption or who put another pupil or member of staff at risk of being hurt will be removed from class by a member of SLT or a Learning Mentor. The Headteacher or Deputy Headteacher will be informed who will decide on the action and consequences for the behaviour. Parents will be informed and the decision and incident recorded on Arbor.

Dangerous behaviour or ongoing, repeated disruption to learning may result in an internal exclusion. A member of SLT also records on Arbor under internal exclusion. Support from appropriate external agencies may be requested.

-5. Continuous severe disruption to learning / serious incident.

A **fixed term exclusion** may be considered if after following the sanctions outlined above behaviour does not improve. It is also possible that a fixed term exclusion will be given for any incident if it is deemed to be serious. During a fixed term exclusion, the pupil is expected to be off site and at home, completing work that has been set for them. The incident is recorded on Arbor and a member of SLT to record as an external exclusion An alternative to this is an internal exclusion where the pupil works away from their own class and in isolation.

The following are examples of behaviour that could lead to a fixed-term exclusion:

- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person

- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a 'cooling off period'.
- Any other situation where the Head Teacher considers fixed-term exclusion appropriate.
- Spitting if linked to a malicious and conscious threat of spreading coronavirus
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

In the first instance the parents will be contacted immediately by the Headteacher or a member of SLT to explain the reasons for the exclusion. Without delay the school will also provide the parents with the following information:

- the reason for the exclusion
- the period of an exclusion
- parents' right to make representations about the exclusion to the Trustees in line with the requirements from [School suspensions and permanent exclusion guidance, DfE September 2022](#), paragraph 95-105
- where there is a legal requirement for the Trustee Board to consider the exclusion

For those pupils who are looked after, have an EHCP or has a social worker the relevant professionals also need to be contacted.

After each fixed-term exclusion, the Head Teacher will call a post exclusion meeting with the pupil and their family to discuss their child's return to school. It may be deemed appropriate to provide support which may be in the form of a support plan which may include part time attendance or a Ready to Learn plan.

The exclusion process is used for three main purposes:

- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable all pupils to learn in a safe, calm environment

During each exclusion the Head Teacher will consider whether:

- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources need to be allocated which allow the pupil to remain in the school without further exclusions such as a referral to 'early help' or other outside agencies.

The following behaviour could lead to a permanent exclusion

- Serious incidents or assault, including using threatening behaviour, on or towards another pupil, member of staff or visitor
- Endangering lives
- Persistent unacceptable behaviour, including frequent refusal to follow school rules as outlined above when this behaviour has not been modified by a fixed-term exclusion
- Possession of a weapon
- Possession of an illegal substance

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

(For all exclusions we follow the Southend Local Authority guidance and [School suspensions and permanent exclusion guidance, DfE September 2022](#),.)

Changes to the school day

In order for pupils to achieve success they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. Throughout this period regular meetings are held with parents to provide them with progress information. The increase of time in school is under constant review with the aim for the child to be in school full time as soon as possible.

In addition, external outreach support will be requested.

Pupil support

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

The school 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.

Use of Reasonable Force

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)

- Causing damage to the property of any person (including the pupil's own property)
- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise.

The school adopts the approach set out in the Government guidelines *The use of force to control or restrain pupils*, found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

The school has a number of staff Team Teach trained which allows if proportionate, reasonable and necessary.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”

George Matthews – Founder

An incident form is completed after any incident of a child being held, followed by a record of it made in the school's Team Teach log book.

Behaviour in the Playground

Children are expected to follow the same rules on the playgrounds. The staff on duty during break times will follow the sanctions outlined previously. All incidents that occur during lunchtime are recorded onto Arbor.

- Issues in the dining hall that need to be passed on to the pupil's class teacher via the class LSA and then recorded on Arbor.
- Issues in the playground, the member of support staff to email the class teacher, copying in the YGL and whether the incident has been dealt with or not and the class teacher to record on Arbor
- Issues in the playground, surrounding a pupil on report, the class LSA to update the class teacher on the pupil's behaviour at lunchtime which is reflected on their report.

Relevant Policies and guidance

Other policies relevant to the Behaviour Policy are: Equality Policy and Inclusion Policy, [School suspensions and permanent exclusion guidance, DfE September 2022](#),

Appendix 1



Hamstel Junior School

Excellence in Everything

Behaviour Chart		
Staff Involvement	Behaviour	Arbor Rating
Class teacher	<p><u>Low level disruption / Refusal to come into school.</u> Dealt with by class teacher. Learning mentor may be asked to support. Parents informed of issues.</p>	-1
Class teacher Year Group Leader	<p><u>Disruptive behaviour which requires time out of class.</u> <u>Removal from the playground or a club due to disruptive or unsafe behaviour.</u> Learning mentor called in the first instance to support the child to regain focus and return to the lesson. Class teacher to liaise with YGL to discuss strategies. AHT for Inclusion and SEND consulted for advice. Parents informed of issues.</p>	-2
Class teacher Year Group Leader	<p><u>Persistent disruptive behaviour.</u> <u>Homophobic or racist incident.</u> Child placed on a Ready to Learn Plan. Class teacher and YGL to meet parents (class teacher to arrange). If appropriate, a report card may be used as an additional strategy. <i>See additional information regarding report cards.</i></p> <p><u>Disruptive behaviour requiring the immediate removal from class.</u> Learning Mentor should be called; if a child doesn't calm down with support or their behaviour is serious enough and they need to be removed for the rest of the session the child should be taken to the deputy / assistant heads' office. Parents informed.</p>	-3
Core Leadership Team	<p><u>Severe disruptive / offensive / unsafe behaviour requiring removal from class.</u> Such behaviour and / or an incident may warrant an internal exclusion. YGL and member of Core SLT to liaise regarding length of internal isolation. AHT for Inclusion and SEND/HT to place referral to Southend behaviour outreach team/Portico Academy Trust behaviour lead. Parents informed.</p>	-4

Headteacher/Deputy Headteacher	<u>Severe disruptive / offensive / unsafe behaviour warranting a fixed term exclusion.</u> HT (or DHT in HT's absence) to determine whether behaviour warrants a fixed term exclusion. Parents informed.	-5
Headteacher	<u>Peer on peer abuse/sexual violence/sexual harassment/racist incidents</u>	Recorded on Safeguard

Report Cards

- A report card is a strategy which can be included in a Ready to Learn Plan.
- Targets are limited to one or two (connected) targets which are SMART i.e. the child knows exactly how they he/she should behave.
- Numbers 1 to 10 should be used. If a child scores 7 or less, a brief explanation should be included on the report card.
- Initially the child should refer to the YGL. The period the child is on report should be time limited. Parents are informed. SLT should be aware of who is on report.
- The child should show their report to the YGL at playtime, the beginning of lunch and at the end of the day.
- The report should be copied (by the LSA) at the end of each day and the copy sent home.
- If a child scores 7 or below the child should be kept in by the person monitoring the report and given work to complete.
- If the behaviour does not improve whilst on the report card, the child is escalated to a member of SLT and the child reports to them after each session.

Example of report card

HAMSTEL JUNIOR SCHOOL 2021-2022 Positive Behaviour Report



Name: _____ Class: _____ Week beginning: _____
 SMART targets:
 1. _____
 2. _____

Date:	Breakfast club	8:50 – 9:25	9:25 – 10:25	Break	10:40 – 11:50	11:50-12:15	Lunch	1:20-2:20	2:20-3:20	comment
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Behaviour on the playground

Behaviour on the playground.



On the playground we enforce the Hamstel Rights:

Right to be safe, Right to Learn and Right to Respect.

