

Hunsley Primary

Behaviour, Sanctions and Rewards Policy

This policy is applicable to Hunsley Primary Version 4.i

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Julie Boyes, Assistant Headteacher of Hunsley Primary</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Hunsley Primary Local Governing Body</p>
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<p>Read in conjunction with:</p>	<p>Hunsley Primary Child Protection and Safeguarding Policy and Procedure Hunsley Primary Online Safety Policy Hunsley Primary Anti-Bullying Policy Hunsley Primary Mobile Phones policy</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>

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Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary for the behaviour and conduct of pupils. The Education Alliance Trustees, Hunsley Primary Local Governors, CEO, Head of Hunsley Primary and Hunsley Primary staff take very seriously our collective responsibilities for the behaviour of pupils in school.

We wish to support our children to develop as fully as possible as individuals, according to our Trust values of respect, honesty and high aspiration, to make the right choices in their behaviours, both during and beyond school life, to benefit academically, personally and socially. We underpin every activity with the clear message: 'We are a team'. We expect all members of the school community to understand what this means in terms of good manners, respect, responsibility, participation, support and self-management of behaviour.

1. Purpose and Scope

The Department of Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the legal responsibility give due regard to the guidance.

The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

"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."

(DFE Behaviour in school – advice for head teachers and school staff July 2022)

"Good behaviour in school is important to their (pupils') future success. Pupils have the right to come to school and focus on their studies, free from disruption"

(Department of Education White Paper 2010)

"Behaviour is crucially linked to motivation, achievement and hence to standards"

(Lund 1996)

"Effective behaviour policies separate the child from the behaviour. They say 'we want you – we do not want this behaviour'"

(Lund 1996)

By setting clear standards, expectations, principles and processes in line with our school values, we believe pupils will be best placed to understand what is expected of them in all areas of school and staff will be enabled to create a happy, supportive, highly aspiring learning environment conducive to pupils making excellent progress.

The aims of the policy are to ensure that, as a school community, Hunsley Primary strives for and succeeds in the following:

- To promote a positive environment in teaching areas and around school, indoors and outdoors, where learning can be effective and staff and pupils feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents and governors are fully aware of the expected behaviour of pupils within lessons and around school
- To have clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To use a system of recording that ensure detailed information on pupil behaviour (positive and negative) can be easily accessed by school leaders and staff as required
- To communicate and work collaboratively with parents quickly where significant positive or negative intervention has taken place

This Policy is to be read in conjunction with the Department for Education document: BEHAVIOUR AND DISCIPLINE IN SCHOOLS: GUIDANCE FOR HEAD TEACHERS AND SCHOOL STAFF and BEHAVIOUR AND DISCIPLINE IN SCHOOLS: GUIDANCE FOR GOVERNING BODIES , which sets out the following key points:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a statutory duty to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Purpose

The purpose of the Behaviour, Sanctions and Rewards Policy is to provide clearly defined expectations and a fair and consistent framework for behaviour management, relevant to the age and Key Stage of the children concerned, to enable staff to teach pupils how to make positive behavioural choices and to maintain a high standard of behaviour in school and to equip school leaders and teachers with a fair, transparent, systematic process and strategy to manage the wide range of behaviours children exhibit which may hinder their progress or the progress of other pupils in school.

This policy is designed to exemplify The Educational Alliance's expectations of all pupils at Hunsley Primary, acknowledging that some of the pupils at Hunsley Primary are very young in age and development, therefore the expectations are models for emerging and developing behaviours and must be applied with professional understanding of the age and stage of development of our pupils ranging from 4 to 11 years.

The policy also acknowledges the scope and influence of the supportive contributions of parents, or those with parental responsibility, and other key stakeholders such as governors and Parent Ambassadors, in viewing effective development of good behaviour as a partnership.

Furthermore, the policy outlines the scope and structure of rewards and their influence on developing positive behaviour attitudes such as teamwork, persistence, and pupil leadership.

This policy advises on the following:

- Our consistent approach to behaviour management, taking into consideration the age and stage of the pupils
- Strong school leadership of behaviour
- Expectations for classroom management
- Overview of rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support to ensure effective behaviour management
- Pupil support systems and connecting policies
- Liaison with parents

2. Roles and Responsibilities

The Local Governing Body is responsible for the approval of this policy and procedure. The Local Governing Body must ensure that Hunsley Primary undertakes its legal and statutory responsibilities.

The **CEO** of The Education Alliance is responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively by the Head of Hunsley Primary.

The **Head of Hunsley Primary** is responsible for overseeing the introduction, implementation, monitoring and review of this policy, in line with Trust policy review and will report to the Local Governing Body or CEO as required.

The **Head of Hunsley Primary** is also responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively by Hunsley Primary staff, taking into consideration all factors, including pupils' specific educational needs.

The **Head of Hunsley Primary** will ensure other school leaders and teachers access appropriate training, advice and guidance to enable them to manage pupil behaviour sensitively, professionally and equitably, whilst also recognising that each case and individual is unique.

The **Hunsley Primary and Trust SENDCO** will ensure the Behaviour, SEND and Inclusion policies are consistent and will provide support and expertise where behaviour becomes a barrier to learning.

Hunsley Primary staff with leadership responsibilities must ensure they meet the expectations of the policy fairly and consistently and that those staff members in their teams manage pupil behaviour sensitively, professionally and equitably, whilst also recognising that each case and individual is unique.

All **Hunsley Staff** must meet the expectations set out in the policy, according to the school vision and values and model professional behaviours themselves, in accordance with the Teaching Standards and the Trust Code of Conduct.

Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be asked about their experience of behaviour

and provide feedback on the school's behaviour culture through regular meetings with senior leaders in school and through whole school pupil feedback questionnaires.

Parents/carers must support the school and should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents/carers should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

3. Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding

necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation (‘working scientifically’) at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

This Policy supports the vision as it is the intention of The Education Alliance that our high expectations of pupil behaviour in school are clear, transparent and systematically upheld with respect in a fair, honest and sensitive way.

5. Systems and Procedures

The principles of the Behaviour Policy are shaped by a definition of ‘very good behaviour’ and an agreed understanding about constitutes effective behaviour management. At Hunsley Primary, we define ‘very good behaviour’ as demonstrating the following qualities:

- Respect of and adherence to rules, values, expectations and boundaries set down by the school in the Hunsley Primary Values, Classroom Rules and in the Home/School Agreement
- Care, fairness and kindness in the treatment of others
- Politeness and friendly good manners in interactions with others
- Helpfulness to peers and staff alike
- Honesty
- Positive engagement and determination in learning activities
- Celebration of others’ achievements

- An absolute rejection of bullying and all forms of discrimination

How the Policy defines Inappropriate or Poor Behaviour:

Poor behaviour can be defined as that which causes disruption to learning, both for the pupil themselves and their peers. Poor behaviour does not respect or adhere to the rules, expectations and boundaries set down by the school. We acknowledge that poor behaviour can sometimes be deliberate and at other times an uncontrollable effect derived from other influences, such as the child's health, well-being or experiences, and the policy sets out the importance of clear expectations and rules, so that children are given the choice to behave well and encouraged to aspire to the best behaviour for learning. Teaching staff will consider individual contexts when applying the behaviour processes.

There are some examples of inappropriate behaviour which will always receive zero tolerance. The following behaviour types are deemed to be completely unacceptable and will be immediately reported to the Head of Hunsley Primary and recorded as such:

- Bullying
- Inappropriate language (e.g. swearing)
- Violence
- Defiance towards a member of staff
- Prejudice (e.g. racist or homophobic prejudice)

(see also below section on Suspensions/Exclusions)

Processes

The emphasis around school and in learning areas within the school should be on expecting, recognising, acknowledging and rewarding the good behaviour, effort and achievement of our pupils. These achievements need not just be academic, but can equally be for progress, contribution to the community or in recognition of an extracurricular activity. Praise within the classroom is the first level of reward and is a vital motivator for most pupils. Where there is a genuine attempt from a pupil to make a positive contribution, they should receive affirmation from the teacher or member of staff involved as a matter of course. There should be a high priority on praise rather than censure.

We want to encourage and help children to develop very good behaviour by habit in every aspect and area of school life, for example, entering and leaving the school site and building, in the classrooms, corridors, at lunchtimes, in the playground and in all interactions with others during the school day.

Parents are informed of achievements in a range of ways including via the twice-yearly report which is sent home, through termly parent progress meetings and there are daily opportunities to celebrate pupil successes, for example the individual class teachers' daily awards (Smart Sitters, Helping Hands) and the Celebration Assembly held weekly (Hunsley Stars of the Week).

To promote very good behaviour, the school will ensure that pupils:

- Clearly know what is expected of them through positive reinforcement (modelling by staff, displays and posters, assemblies, PSHE / TalkTime programmes, shared language of key values, clear goals and targets, e.g. the 'We are a Team' motto)
- Are praised, supported and encouraged constantly and effectively to embed the best behaviour and give them choice in avoiding negative, disruptive or inappropriate behaviour
- Have very clear understanding about the consequences of poor behaviour on their learning and progress
- Are encouraged to take responsibility for their own behaviour and to set a high standard of behaviour to their peers, e.g. through the application of the Hunsley Primary Characteristics of Learning

To promote very good behaviours for learning, school leaders, teachers and associate staff will:

- Recognise and highlight different types of behaviour as it occurs, fairly and sensitively
- Explain, display and demonstrate the behaviours they wish to see
- Encourage children to be responsible for their own behaviour by giving clear choices and ensuring the consequences of possible choices are clear and transparent
- Communicate with parents through regular reporting on behaviour – sanctions and rewards - as well as a range of other appropriate forms of communication where necessary, to inform parents of their child's behaviour, both positive and negative
- Model the level of respect and the kinds of conduct that we expect from the children

Expectations of Behaviour for Learning, including The Hunsley Primary Values and the Hunsley Primary Characteristics of Learning

Clear expectations are shared with pupils on a daily basis, which are vital in making sure that pupils know the best behaviours for learning, so they are ready to learn in school. The list below sets out the expectations of behaviour across the school key stages. This list is not intended to be exhaustive, and specific curriculum areas may choose to add to this list with subject specific rules, for example those associated with health and safety (e.g. PE, Design and Technology, Science):

- Arrive on time, fully equipped, in the correct, full school uniform and ready to start learning
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Sit attentively when learning activities require it, being considerate of others around you, including a heightened awareness of the needs of younger children, visitors to the site and those with additional needs
- Do as you are told by a member of staff without discussion
- Move around the school and outdoor spaces with care and attention
- Be polite and respect the feelings of others when playing or learning together
- Look after the classroom, resources and displays and tidy up when asked
- Eat and drink in the areas provided: no chewing gum.
- Place litter in the bins provided and keep outdoor areas tidy
- Follow school policies, e.g. Mobile Phone or E-safety policies

A pupil will always start a school day with a 'clean slate'. Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for pupils failing to meet expectations. Restoring the positive and supportive relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour should have been dealt with at that time. However, this does not mean that any strategy that has been put in place to support behaviour must end. For example, if a member of staff has moved a pupil within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

The Hunsley Primary Values set out in language which is easily understood by the children and was selected by the children themselves the six key aspects of the school's behavioural values (see appendix) and these are printed in the children's Journals and can be found all around the school on display.

The Hunsley Primary Characteristics of Learning take the behaviours to the next level of skills and qualities such as full engagement, participation, persistence, reflection and teamwork, which require the basic expectations of behaviour outlined above to be in place before each child can fully say they are 'ready to learn'.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Within the Equality Act 2010 '*schools have duties to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practice*' and in the Children and Families Act 2014 '*relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.*' As a result of these, we will ensure that as far as possible, we anticipate likely triggers of misbehaviour for children with SEND and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Systems to promote very good behaviour

- Hunsley Primary issues all parents with a Home School Agreement, found in each child's Journal – parents must sign this to acknowledge the agreement
- The expectations for 'very good behaviour' as exemplified in the CoL system, the Hunsley Primary Values, the classroom rules and the Safe APPs are displayed around the classroom for visitors, parents and pupils to see
- Positive reinforcement is used to celebrate and embed very good behaviour: praise, rewards, celebration of achievement based around the values
- Clear routines and expectations are in place so the children know what is expected of them at a given time

- Children are helped to recognise examples of good behaviour at all times and encouraged to make positive choices to help them become more responsible for their own actions and behaviour.

Specific behaviour issues

Safeguarding

We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Child on child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online we will follow the general principles set out in Keeping children safe in education (KCSIE) 2022 part 5. As per the Hunsley Primary Child Protection and Safeguarding Policy and Procedures the incident will be reported to the designated safeguarding lead (or deputy), with each incident being considered on a case by case basis. As a school, we have 'zero tolerance' with regards to sexual violence and sexual harassment and includes the use of inappropriate language. It is never acceptable, will not be tolerated and pupils who fall below expectations will be sanctioned. We expect all our pupils to demonstrate and model manners, courtesy and dignified/respectful relationships. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned.

Behaviour incidents online

As per the Hunsley Primary Online Safety policy, behaviour expectations of our pupils online are the same as offline. Everyone will be treated with kindness, respect and dignity. Inappropriate behaviour online including bullying, the use of inappropriate language, sharing of nude or semi-nude images and videos and sexual harassment will be addressed with the same principles as offline behaviour, including following the Hunsley Primary Child Protection and Safeguarding Policy and Procedures. This will include speaking with the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned.

Mobile phones

Mobile phones are not to be used on school premises. As per the Mobile Phone use policy and home/school agreement, any child bringing a mobile phone to school in Upper Key Stage 2 to assist their independent walk home from school must switch this off and hand in to the class teacher on arrival at school. Mobile phones will be returned at the end of the school day and must be switched back on away from school premises. Please also refer to the section below on 'Behaviour expectations outside school premises'. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned.

Suspected criminal behaviour

Where a member of staff or headteacher suspects criminal behaviour, we will make an initial assessment of whether the incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and we will make every effort to preserve any relevant evidence. Once reported to the police, any further action or sanction will not interfere with any police action taken.

Behaviour expectations outside school premises

As a school we will collaborate with parents, local businesses and local authorities to promote very good behaviour outside of school premises. Poor behaviour may include non-criminal poor behaviour, bullying or poor online poor behaviour which is witnessed by a member of school staff or reported to the school by a parent or member of the public. Sanctions will be applied as listed in the section below.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Behaviour Management in Foundation Stage and lower Key Stage 1 for very young children

‘Shooting Star’

Staff adapt this method of behaviour management to recognise the needs of very young children who are learning new behaviours and beginning to self-manage. The method is continued into Year 1 for consistency as the children apply the behaviours they have acquired and perfected in Foundation. Demonstrating the behavioural choices very young children have to make and the consequences of good as well as poor behaviour in a visual way allows the children to see how their behaviour is being managed. Using weather symbols on the wall of the classroom, children can see their own progress and that of others with regard to learning very good behaviour. Using weather symbols (a storm cloud, dark cloud, sun, rainbow and a shooting star) every child begins each new day with their name on the sun moving steadily onto the shooting star if meeting the Characteristics of Learning and the school Values in a particularly effective way, or to the storm cloud if behaviour is not to expectation following the required warning. Rewards, collected in the form of Ladybird Spot / Rewards Spot stickers displayed on the wall by pupils and recorded electronically using SIMS, build up to rewards in the form of certificates to take home and celebrate in assembly. Parents are notified if a child has been on the Cloud.

Reward ‘spots’ / points are given to encourage children to adopt the values and expectations of the school, including the Hunsley Primary Characteristics of Learning (and in Foundation, the Characteristics of Effective Learning), for good effort and good outcomes in Behaviour for Learning, Working Positively Together, Independent Learning and Enquiry, and Organisation and Communication. As these rewards are

amassed, they are celebrated in school and with families through Hunsley Stars certificates and awards for bronze, silver, gold and platinum standard. The use of class rewards (marble jars and Golden Time) enable collective responsibility and accountability for behaviour standards. Pupil leadership in the form of Lunchtime Monitors, for example, encourages children to take responsibility for reporting and showing zero tolerance of poor behaviours.

Behaviour Management in Upper Key Stage 1 and Key Stage 2: Hierarchy of Sanctions

‘Good to be Green’

The school operates a hierarchical behaviour management system, with escalating sanctions given for pupils who are unable to manage their own behaviour and do not respond to the ‘first wave’ behaviour for learning management strategies employed by all school staff.

Like the Cloud system in EYFS and Year 1, the Upper Key Stage 1 and Key Stage 2 escalation follows a clear structure and is called Good to be Green. Each child begins the day on Green and they aim to maintain this level of positivity or even improve upon it to gain blue or purple status by the end of the day through personal effort, improvement, particular characteristics and good learning behaviours. Where behaviour is not maintained and warnings are given, the child’s name is moved to amber or red and parents are notified and appropriate sanctions given, e.g. a missed playtime.

A record of specific sanctions is kept by teaching staff at the end of each day and a record of Stage 3 or 4 sanctions is submitted on CPOMS, generating data for the weekly report.

Sanctions, depending on the nature of the inappropriate behaviour, may include the following:

- verbal warning or ‘telling-off’
- a move within the classroom, quiet time-out or alternative activity
- temporary displacement from a classroom or group
- communication with parents via the school journal, email, telephone, in person after the school day
- confiscating items inappropriate for classrooms (e.g. mobile phone or MP3 player)
- break time / lunchtime sanction, such as being sent to the Head of Hunsley Primary

The escalation follows this pattern:

Stage 1 - verbal warning

Stage 2 - teacher action, for example moving the pupil in the classroom, accompanied by a move from the green to the amber, the sunshine to the dark cloud on the Shooting Star visual display

Stage 3 and 4 - This ‘further action’ is most likely to be displacement from the classroom or moving to an alternative supervised space, break time sanction such as being sent to the Head of Hunsley Primary This may then escalate to a Behaviour Tracker report (reviewed weekly) and parental meeting. All significant

sanctions lead to targeted behaviour support to offer a structured improvement programme appropriate to the pupil.

Initial intervention following a behaviour incident

As a school, we will adopt a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This may include providing mentoring or coaching, short term behaviour cards or longer-term behaviour plans or engaging with external agencies to address specific challenges such as poor anger management, difficulties with peer relationships or social skills.

Stage 4 Sanction

Behaviour deemed to warrant a 'zero tolerance' approach, may call for a Stage 4 sanction. In all year groups, it may be appropriate to default immediately to the Stage 4 sanction, if behaviour warrants it. For this, the sanction may result in suspension or exclusion (see below for details of circumstances warranting suspension or exclusion)

In Foundation Stage classes, the Stage 4 sanction will be used, however the sanction and appropriate consequences are likely to be moderated with regard to the age of the children and involve shared approaches to management with the co-operation of parents; such behaviours warranting a Stage 4 in Foundation are usually linked to the age of the child and may be also linked to emerging special behavioural needs – e.g. hitting, pushing, biting.

Removal from the classroom

Where a child is removed from the classroom for a specified period of time, they will continue learning which is meaningful to the pupil. This is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. Removal will be only be used when agreed by the Head Teacher and for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

When considering individual removal cases, we will consider:

- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future

- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Staff supervising a child that has been removed from the classroom will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts. The length of time a child is removed from the classroom will be determined by the Head Teacher and Senior Leaders in school in relation to the degree of misbehaviour and this will be discussed with parents. Reintegration back into the classroom will occur at the end of the removal period and when appropriate and safe to do so. This will be agreed by senior leaders, the classroom staff, parent/carer and the child. As a school we will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal as a behaviour sanction.

Whole School Rewards

Where praise and verbal recognition are the prime means of reward, and beyond the daily classroom recognition given at each teacher's discretion, staff are also asked to allocate points to children where specific behavioural or achievement-related recognition is required. These points are collated via SIMS and given for both positive attitude to learning and also for upholding the school Values it is made very clear to the children in the weekly Celebration Assembly that to achieve the Star of the Week and received the Star badge or Bear to take home, the achievement must be related to the school Values, for example playing kindly and inclusively; being respectful and well-mannered; allowing others to be individuals and accepting fair play and fair treatment (people receiving what they need as opposed to what they want or what others feel they should have).

The points accrue each term and children are given certificates to take home ranging from Bronze to Diamond, depending on the value of the points.

Assessing, Recording and Tracking Behaviour Data

Weekly behaviour reports are submitted as part of the Core School Information collection (CSI) Head of Hunsley Primary, reporting on the number of sanctions. The sanctions are recorded when they reach the level of S3s and S4s (see Appendix) and this is captured in CPOMS/SIMS, then reported to parents in the termly pupil progress report. Parents are also notified as appropriate if this level of sanction has been reached on the day.

Hunsley Primary Characteristics of Learning

Hunsley Primary CoL assessments are recorded at every data collection for children in Years 1 to 6 – see Appendix for details of the policy and application. They are graded from 1-4 with 1 being above and beyond the level of learning behaviour expected of a child at that particular age and stage in school.

Reasonable Force

The use of force by staff to restrain or control pupils to maintain safety for all pupils will be a rare event. Statutory guidance from the DfE states that school staff might use such force as is reasonable 'in the circumstances'. The guidance states that: 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder'

The key Department for Education document, 'Use of reasonable Force: Advice for headteachers, staff and governing bodies'¹ can be found in the link below and for the purposes of this policy, the definition of reasonable force and its use is taken from the guidance:

'The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.' (Page 4)

If appropriate in the circumstances, before using reasonable force, staff should first use the range of de-escalation techniques advocated in school and forming part of the behaviour management training approach, and wherever practicable, tell the pupil/s to stop misbehaving and communicate in a calm and measured manner throughout the incident, use de-escalation techniques to limit the need for reasonable force wherever possible. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that control or restraint will stop as soon as it ceases to be necessary.

In more extreme circumstances, using appropriate restrictive holds may be necessary, but in these cases only staff trained and authorised to use such holds should do so.

Suspensions and exclusions

Suspensions and exclusion will be considered if there is sufficient evidence that a pupil has committed a disciplinary offence and that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or others in the school.

This can be fixed term or permanent and must be sanctioned by the Head of Hunsley Primary.

Suspension or exclusion will be considered, for example, when:

- There is an assault (or attempted assault) on a member of staff or pupil
- A pupil is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is persistent defiance/disruption

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- There is repeated refusal to accept sanctions (e.g. referral to the Head of HP or displacement)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing high levels of distress to staff or pupils

In such situations, the pupil can be removed from the school via

- Suspension (fixed term exclusion)
- permanent exclusion

Pupils may spend time in seclusion on the school site whilst an incident is fully investigated and to ensure that suspension or exclusion does not take place without due full attention to the details. Pupils will be given opportunity to provide statement(s) and any subsequent decision to exclude will apply the standard of proof on, 'the balance of probabilities', i.e. if it is more probable than not that the pupil did what he or she is alleged to have done.' (para 24 DCSF guidance 2008)

Parents will be informed of any exclusion by a letter sent home with the pupil on the same day or within one working day. The Head of School or designated senior leader will also attempt to contact them by phone or in person where possible. If relevant, Social Workers & VSH's will be notified of an exclusion without delay and are to be given the opportunity to be involved in reinstatement and review meetings.

Suspension (Fixed Term Exclusion) and Sixth Day Provision

A pupil can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. The decision to suspend a pupil will be taken on a balance of probabilities and will take into account the seriousness of breaches of the school's behaviour policy, including persistent disruptive behaviour.

Where it becomes clear that suspensions (fixed period exclusions) are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour. For example a pupil may be referred to the Educational Behavioural Psychology Support Team. A pupil may also be offered a Managed Move or Planned Transfer to reduce the risk of permanent exclusion.

Where there is a persistent lack of parental co-operation and this is affecting the child's behaviour, the school or local authority may consider applying for a Parenting Order (as outlined in paras 45 & 46 of DCSF guidance 2008).

Family support may also be accessed through referral procedures to ensure inter-agency support.

In the majority of situations suspensions (fixed term exclusions) will be between 1 to 5 days - work will be set by the school during this period. Pupils who are suspended for a period of 6 days or longer will be provided with alternative educational provision, which will normally be off-site.

For children in care, alternative provision will be provided from the earliest date possible, preferably from the first day of suspension. Pupils may be required to engage in a phased reintegration (particularly for assaults).

Reintegration

A reintegration interview will be arranged with the parent during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. An agreement will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners.

The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

Exclusions and The Equality Act 2010

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long term effect on his or her ability to carry out normal day to day activities'. Pupils to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination the school will not treat pupils less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification. To prevent discrimination the school will not fail to take reasonable steps to ensure that disabled pupils are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the behaviour policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of exclusion. Reasonable adjustment can be taken in the form of:

- Use of individual behaviour plans (IBPs) or Individual Support Plans (ISPs)
- Individual timetables
- Friendship circles, buddy, mentor
- Internal exclusion
- Inclusion in intervention programme
- Support from Educational Behavioural Psychology Support Team (EBPST), Special Educational Needs Support Services (SENS), Child Adolescent Mental Health Service (CAMHS)

Reasonable Adjustment and Justification

The school will seek to make 'reasonable adjustments' to ensure that 'less favourable treatment' does not occur (unless the reasonable adjustment would not have made a difference to the particular case).

The 2008 Guidance on 'comparator' states: "The comparison should be with a pupil who is not disabled and who has behaved in the same way" (para 77 and caselaw LB Lewisham v Malcolm (2008)). The 'less favourable duty' does not mean that disabled pupils have an excuse for disruptive or anti-social behaviour. The DDA states that: 'Where a child has a disability which causes 'behavioural difficulties', a

school will be required to consider what adjustments they might make in order to manage behaviour rather than simply use exclusion as a tool.'

Suspension/Exclusion Appeals

Suspensions (Fixed term) and permanent exclusion letters include details of all appeal procedures. All Permanent Exclusions are considered by an Independent Appeal Panel, SEND (SEN & Disability Tribunal) can consider claims of disability discrimination.

Support and Intervention

The school team will work closely Pupils, Parents and multi-agency partners so that pupils who require support with their behaviour have access to it.

This may involve:

- Target setting/Interim Report on progress
- Regular feedback to parents via Daily Report form such as the Behaviour Tracker
- Individual Behaviour Plan (IBP) – where teacher, parent and pupil are involved to produce an agreed approach
- Individual Support Plan - where teacher, parent, SENCO, outside agencies and pupil are involved to produce an agreed approach with referral to one or more external agency and involving formal meetings/case conferences
- Managed Move or Planned Transfer
- Assessment by specialist staff with regard to 'barriers to learning', with application for special funding where appropriate
- Early Help with inter-agency referral to access a coordinated programme of support and professional assessment of a family's needs

A number of people may be involved in providing this support:

- Parents/Carers
- Classroom teacher
- Key Stage Leaders
- Head of Hunsley Primary
- SENCO
- External agencies – for example, The Educational Behaviour and Psychology Support Team, Educational Welfare Officer, Behaviour and Inclusion Team, Family Support Services, Child Adolescent Mental Health Services, Outreach Worker,
- Family Liaison Officer, Youth Services, Community Police
- Multi-agency Partner
- Senior Leadership Team
- Governors

6. Monitoring of Compliance with and Effectiveness of This Policy

"The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it" (OFSTED)

It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils can gain a clear idea of the boundaries, and so that they have a sense of 'justice' as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed. Detailed guidelines are given in this document to ensure that there is a consistent response to positive and negative behaviours.

The Head of Hunsley Primary and those with delegated leadership responsibility in school, will carry out behaviour zoning throughout the week to support teaching staff, particularly where there has been an identified behavioural cause for concern. The focus of zoning will vary according to circumstances, thus giving a *snapshot* at particular points in the term and in the school week. Zoning also guarantees a high profile of school leader presence around school and support for behaviours leading to excellent pupil progress.

Behaviour Outside of the School Site

According to the Department of Education regulations on managing pupils' behaviour outside of the school site and outside of school hours, pupils are subject to the school behaviour policy outside of the school site school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school whilst representing the school will have the same consequences as if it were conduct within the school or during school hours.

7. Review

This policy will be reviewed within 2 years of the date of implementation.

Appendix

Hunsley Primary

The Hunsley Primary Characteristics of Learning²

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum. The teacher assessment for each child's demonstration of the Characteristics is recorded at every half-termly achievement data collection point in Years 1 to 6 and reported to parents in the termly Progress Report, along with Attendance, Sanctions and Rewards data. There are 9 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- **Behaviour for Learning***
- **Working Positively Together**
- **Independent Learning and Enquiry**
- **Organisation and Communication**

**Behaviour for Learning in this case refers not to sanctions and rewards which are judged and reported on separately, using the criteria stated in the Behaviour Policy, but refers instead to the characteristics required for readiness to learn and to persist in learning when difficulties are experienced.*

KS1 and 2 Age-Related Expectations

The expectations regarding a child's level of development with regard to the Characteristics differ from KS1 and KS2, to take into account the significant variations in age across the two Key Stages, but the four headings remain the same – closely linked to the independent learning ethos we wish to embed and incorporating wider qualities, values and skills, such as the British Values and the 'working scientifically' agenda, which underpin the Hunsley Primary ethos for learning.

There are also four 'best fit' assessment 'grades' to show parents and pupils the extent to which the pupils is meeting each Characteristic. This judgement of 1, 2, 3 or 4 is shared along with the child's academic achievement, in termly achievement reports.

The four 'grades' of assessment remain the same across the Key Stages:

- **1 – I am confident in this area, above age-related expectation**
- **2 – I am developing these areas well**
- **3 – I need help to meet these areas sometimes**
- **4 – I am receiving regular support to meet these areas**

In Years 1-6, as well as rewards for academic specialisms (Maths Star, Phonics Star, Literacy Star and Investigation Star) rewards points are given for good effort and good outcomes in Behaviour for Learning, Working Positively Together, Independent Learning and Enquiry and Organisation and Communication. As these rewards are amassed, they are celebrated in school with 'Hunsley Star of the Week' certificates and half-termly awards for bronze, silver, gold and platinum standard. The children are also rewarded for attendance (100%) each half term as well as annually.

² Links to the Hunsley Primary Vision Statements, Science Policy, Teaching and Learning Policy, Behaviour for Learning Policy, Curriculum Plan, Assessment and Reporting Policy, Prevent Policy, Statement of British Values, Mathematics and Numeracy Policy, and Literacy Policy.

Hunsley Primary Characteristics of Learning

1 2 3 4

Behaviour for Learning	<p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	
	<p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Engaging in open-ended activity 	
	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	
Working Positively Together	<p>Finding out and exploring together</p> <ul style="list-style-type: none"> • Working in partnership to ensure positive co-operation • Showing curiosity about objects, events and people • Showing particular interests and interest in The Team achievements • Acting out experiences with other people • Taking on a role 	
	<p>Making a positive contribution</p> <ul style="list-style-type: none"> • Being a full member of The Team • Being responsible for own choices and actions and helping others to do the same • Respecting others' ideas, beliefs and contributions • Respecting and participating in the democratic process • Showing an understanding of right from wrong 	
Independent Learning and Enquiry	<p>Having confidence in their own ideas</p> <ul style="list-style-type: none"> • Thinking of own ideas • Finding ways to solve problems • Finding new ways to do things • Having self-knowledge, self-esteem and self-confidence 	
	<p>Choosing own ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 	
Organisation and Communication	<p>Taking pride in learning</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Completing activities to their best standard • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	
	<p>Being able to organise their own learning</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect 	
	<p>Using the 'language of learning'</p> <ul style="list-style-type: none"> • Discussing and describing (Working Scientifically) • Reflecting, questioning and reasoning (WS) • Capturing and recording (WS) • Practising and applying in different contexts (WS) • Going deeper and taking next steps (WS) 	

Hunsley Primary Values – based on the ‘British Values’

We are a TEAM: we look out for others and make them welcome

We respect each others’ feelings, ideas and right to learn

We follow the rules: we value our safety and wellbeing

We behave kindly, with our words and our actions

We are fair: everyone is free to contribute in their own way

We are all unique and we deserve equal opportunities

Hunsley Primary Classroom Rules

HUNSLEY PRIMARY
inspire-aspire

Classroom Rules

- Sit smartly**
with our hands on our knees
- Follow instructions**
straight away
- Listen**
when someone is talking
- Walk**
around school
- Line up**
smartly and quietly
- Be a good friend**
and speak nicely to each other
- Keep our**
hands and feet to ourselves
- Look after**
all the things in our classroom
- Show respect**
for everyone and everything
- Always**
try our best

Upper Key Stage 1/Key Stage 2 'Good to be Green' Posters

2 Points

Outstanding!

1 Point

You are going above and beyond!

Well done

for following the Hunsley values

Not a good day.

You will miss out on a playtime.

This is below expectations.

We will speak with your parents.

Hunsley Primary Recording Behaviour on CPOMS

CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ
It is your responsibility to log out and protect the security of pupil information.

HIDE NAMES BLANK SCREEN

Hunsley Primary School Dashboard Account Settings Add Incident LOGOUT


← Back

Student: Begin typing a student's name

Incident: [Empty text area]

Categories: Behaviour Mental Health and Wellbeing Safeguarding

Linked student(s): Begin typing a student's name
Type a student's name to link them to this incident.

Maps: 

Date/Time: 31/08/2022 19:31

Status: Active

Assign to: Begin typing a staff member's name

Behaviour Mental Health and Wellbeing Safeguarding

Behaviour Subcategories

- Anger Behaviour - Neuro-diverse Pupil - Cause for Concern Behaviour Support Plan Behaviour Tracker Bullying Cause for Concern Fixed Term Exclusion
 Homophobia Cause for Concern Inappropriate Touching Cause for Concern Physical Misconduct Racism Cause for Concern S3 - Teacher Sanction
 S4 - SLT Sanction Suspected theft (Cause for Concern) Theft Verbal Misconduct