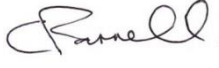




Behaviour Policy

Hamstel Junior School

Excellence in Everything

Compiled by	SLT
Reviewed	March 2024
Date of next review	January 2026
Signed: 3.03.24	 Headteacher

Aim:

At Hamstel Junior School, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our *Behaviour Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

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 displayed in every classroom.

Whole school approach to behaviour

At Hamstel Junior School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We work on the principle that our children respond well when their efforts through their manner, conduct and learning is recognised. We use positive praise to support these efforts and school house points. Each child in our school is in a house and rewarded house points against the Hamstel Rights and Hamstel Habits. Positive praise is linked back to the Hamstel Rights and more time is spent praising those doing the right thing and going above and beyond, than on giving time to negative behaviours.

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.

Classroom support

When dealing with any issues, there should be a calm approach, allowing plenty of take-up time. Each step must be followed without missing any of the steps.

Step	Example of behaviour	Action	
Step 1	Reminder of the behaviour expected either verbal or visual cue	Take up time	
Step 2	Warning of the behaviour expected	Two mins + reminder of last chance	Time owed with teacher during break or lunch
Step 3	Continued disruption of learning which is disturbing other learners despite steps one and two.	Removal from learning by learning mentor to reset/regulate	Restorative conversation with teacher

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. (See Recording and logging)

Serious incidents

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

A **reminder and warning** of the expectations for pupils referring to the rules of 'Right to learn, Right to respect, Right to be safe' should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

A clear, verbal, final **last chance warning** should be delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Catch up

Behaviour that results in a pupils being referred to SLT may need no more consequences. However, it is very important, to catch up with the pupil, acknowledge that the previous lesson wasn't good for anyone and that next lesson is a fresh slate. (This could take place with the pupil at the end of the day.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

'What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get pupils to look in the mirror and see their behaviour from a different perspective. It is a conversation using a recent incident in sharp focus. There is real learning here, most of the time for the pupils, sometimes for everyone.

3. Imposition

When appropriate, work that was not done in the lesson is taken home, signed by a Parent/Guardian and returned before the start of the next lesson. Impositions are ideal for students who have not completed work due to their poor behaviour.

4. Making up the time lost

5 minutes at breaktime or 10 minutes to think about what happened at lunch or during morning/afternoon break is often enough. Lengthy time out served days after the incident don't make the point or teach anyone better future behaviour. Any time out should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries and expectations.

5. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

6. Restore - Space to talk, access support and reset

For most pupils the aim is for the repair/restore to take place straight away, if necessary, with the student staying with SLT for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

7. Return to learn - Quiet space to study

This would be the area where the pupils would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. There are times when some pupils may work in the SEN room or learning mentor's room by a member of staff, if for instance, their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their class ready for learning.

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

At Hamstel, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- Verbal reminders
- Involvement from home

- Discussions with the year group leader or SLT
- Spending time out in another classroom. This must be agreed by a member of SLT and the receiving class teacher
- SLT involvement
- A non-verbal reminder
- Restorative conversation
- In school suspension (please see below for further guidance)
- Fixed term suspension (please see below for further guidance)
- Visual cues
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Permanent suspension (please see below for further guidance)

Additional support

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Open communication with parents and carers
- Support from SLT, including SENDCo
- Modified Learning Plan
- Counselling/positive mentoring
- Intervention support
- Support from our Learning Mentor,
- Ready to learn plan – formulated with the child and class teacher
- Lesson report card
- Where appropriate, referrals may be made to CAMHS, EP, Social Care, Early Help, Inclusion panel etc
- In-house Team around the child meeting.

Recording or logging of behaviour

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.

The levels of behaviour are listed in Appendix 1

Changes to the school day or Modified Learning Plan (MLP)

In order for pupils to achieve success they may be offered a change in the times for their school day. These plans are transition and aim to support the pupil to attend school for a shorter period of time giving them an opportunity to 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.

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 or senior midday 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.

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
- At an Alternative Provision or Off-side intervention

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).

Use of mobile phones

The school does not allow pupils to bring a mobile phone into school unless it is for a safeguarding reason which has been agreed with the Headteacher. Mobile phones can be a distraction for a child, pose a safeguarding risk to those around them, as well as a security risk in school for such a valuable possession. Any mobile which is found in school is kept in

the school office for safe keeping, and the parent/carer contacted to collect from the school office.

Parents

Parents are expected to:

- Support their child and the school 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

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 adults to move and handle children 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.

Use of Reasonable Force

The school may search a child if they think the child has any banned items. The member of staff should always try to get the child's cooperation before searching them. If the child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs

- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

What happens during a search

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. The child must not be asked to remove clothes, other than outer clothing like a coat. If the child has additional needs these need to be considered when searching a child or their property.

Informing parents

Parents should always be told about any search for a banned item and the outcome - including any sanctions.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction. ([Dfe guidance, Searching, screening and confiscation, July 2022](#))

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

Levels of behaviour listed and explained

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. The Learning Mentor 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 the Assistant Headteacher, 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 that will ensure success for the pupil. This could be as little as half an hour. This time would gradually increase 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 suspension. A member of SLT also records on Arbor under internal suspension. Support from appropriate external agencies may be requested.

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

A **fixed term suspension** may be considered if after following the sanctions outlined above behaviour does not improve. It is also possible that a fixed term suspension will be given for any incident if it is deemed to be serious. During a fixed term suspension, 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 suspension. An alternative to this is an internal suspension 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 suspension:

- 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 if a fixed-term suspension is appropriate.
- 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 suspension. Without delay the school will also provide the parents with the following information:

-the reason for the suspension

-the period of an suspension

-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 suspension

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 suspension, 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 suspension 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 suspension 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 suspensions 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 suspension. The child must not be in a public place during school hours for the period of the suspension. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time.

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



Report Cards

Behaviour Chart		
Staff Involvement	Behaviour	Arbor Rating
Class teacher	<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.	-1
Class teacher Year Group Leader	<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. Member of SLT consulted for advice. Parents informed of issues.	-2
Class teacher Year Group Leader	<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>	-3
	<u>Disruptive behaviour requiring the immediate removal from class.</u> Learning Mentor should be called; if a child doesn't calm 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. The child may also need the sensory room to help deregulate. Parents informed.	
Core Leadership Team	<u>Severe disruptive / offensive / unsafe behaviour requiring removal from class.</u> Such behaviour and / or an incident may warrant an internal suspension. YGL and member of Core SLT to liaise regarding length of internal suspension. The Headteacher to place referral to Southend behaviour outreach team/Portico Academy Trust behaviour lead. Parents informed.	-4
Headteacher/Deputy Headteacher	<u>Severe disruptive / offensive / unsafe behaviour warranting a fixed term suspension.</u> HT (or DHT in HT's absence) to determine whether behaviour warrants a fixed term suspension. The Headteacher to place referral to Southend behaviour outreach team/Portico Academy Trust behaviour lead and record on the SBC suspension portal. Parents informed.	-5
Headteacher	<u>Peer on peer abuse/sexual violence/sexual harassment</u>	Recorded on Safeguard
	<u>Racist incidents</u>	Recorded on Arbor

- 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.

