

Hampton Vale Primary Academy

Behaviour Policy

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1.1 Purpose of the policy

Our behaviour policy includes -

- Our behaviour curriculum
- The role of leadership and management
- Pupil Support
- Child on child abuse
- Searches and Confiscation
- Legislation and statutory requirements

2.1 Our Behaviour Curriculum

Children have the right to learn in an environment free from distraction and disruption. All our children are expected to maintain excellent standards of behaviour. This is achieved through the relentless application of our behaviour curriculum which encompasses the culture, values and ethos of the school. As part of this, we support our children to develop self-discipline and to have proper regard for authority.

Our behaviour curriculum has two key aims. Firstly to ensure that every child is able to learn in an environment that is safe, calm and focused. Secondly, it aims to ensure our children are happy, confident and successfully embody the relevant values to ensure they become good citizens.

Our behaviour curriculum is underpinned by our core values: integrity, empathy, respect, diversity, liberty, challenge, resilience and leadership. Whilst we do have known routines and expectations that children are expected to follow, the core values support the children to understand why these behaviours are important and allow them to choose to behave well when placed in new or different environments. The values provide our children with a moral foundation from which they are able to make good choices. This is a key focus in fostering citizenship in our children.

Adults at Hampton Vale Primary Academy have positive relationships with all children, which is rooted in predictability, fairness and trust. Our expectations, routines and rules of our school environment are predictable. This ensures both staff and children know all expectations and consequences, ensuring clear boundaries are maintained and everyone can thrive. Excellent behaviour is explicitly taught, using a shared language which is clear and concise, so all children understand what behaviour is expected from them and what is not allowed. In addition, staff model our values and routines through every interaction so that a culture of high expectations is achieved. Positive behaviour is promoted at all times.

2.2 Our school routines and norms

Children are expected to -

- Follow the instructions of adults in school at all times
- Track the teacher, teaching assistant and board as needed in lessons
- Walk through the school silently
- Put their hands up in lessons when they have a question/want to answer a question
- Wear the correct uniform
- Have quick, effective transitions between lessons

This list is not exhaustive but does include the key behaviours needed to ensure that our children's education is as focused as possible and that the smooth running of the school is maintained.

2.3 Positive Reinforcement

Members of staff are expected to use the below strategies to reinforce positive behaviours:

- Use of verbal praise with an explanation of what is being done well (public praise which highlights to other children expected behaviour can be very powerful)
- Use of house tokens to highlight excellent effort or achievement (only one token should be given at a time)

- Use of gold star tokens (worth ten tokens) given by the senior leadership team to highlight exceptional effort or achievement
- House tokens are counted weekly to celebrate success and the termly total is shared at the end of the term, with a reward awarded to the House with the most tokens
- Postcards sent home explaining to parents what behaviours have been demonstrated/what has been achieved
- Phone calls home explaining what behaviours have been demonstrated/what has been achieved
- Positions of responsibility and leadership such as becoming a prefect and/or a school council member
- Celebration assemblies (at the end of each half term) which celebrate best effort, role model and highest attainment for each class closely linked to our school values

2.4 Low-level behaviour

When responding to unacceptable behaviour, as a school we are predictable, prompt and assertive. The adult is in charge. The aim of the strike system, as outlined below, is to deter, protect and improve the behaviour of a child. We never ignore low-level behaviour.

2.5 The strike system

Name on board and 1 strike

Two strikes equates to 5 minutes loss of play or lunch time

Three strikes equates to missing 10 minutes of play or lunch time

Four strikes equates to missing 15 minutes of play or lunch time

Five strikes equates to being sent to another class for the rest of the session/day and miss 15 minutes of play or lunch time. Parents are informed by the class teacher. At each stage the member of staff should explain to the child why they have received a strike and how they can prevent getting another (if this is required). Strikes are given and accumulated over the period of a school day and do not carry over to the next day or build up over the week; each day is a fresh start.

2.6 Zero tolerance behaviour

For zero tolerance behaviours, no warnings to correct behaviour are given as the behaviour demonstrated is deemed too serious.

Zero tolerance behaviours are considered to be -

- Repeated breaches of the school rules/expectations
- Any form of bullying (see our anti-bullying policy for our prevention and consequence strategy)
- Deliberately hurting others
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Continued refusal to follow instructions

In these instances, the class teacher will liaise with the Phase Leader to decide the appropriate sanction. Possible consequences include:

- Loss of playtime/lunchtime
- Loss of privileges (e.g. if a monitor, a representative etc)
- Regular reporting to the Assistant Headteacher

If deemed necessary, the Phase Leader will consider internal seclusion, alongside the advice of the Assistant Headteacher. When zero tolerance behaviours are displayed, the Phase Leader will meet with the class teacher and parents. The class teacher is responsible for liaising with the Phase Leader regarding the child's behaviour including if behaviour continues over a longer period of time. The Headteacher will consider if Permanent suspension is required if suspensions continue or if there is one significant, high-level incident.

3.1 Fixed term suspensions

If behaviour escalates and the smooth running of the school becomes disrupted, the Deputy Headteacher/s will advise as to how to deal with the current situation. They will then consider, with the Headteacher, whether suspension is required. The Deputy Headteacher/s will arrange a meeting with the Phase Lead, Assistant Head (as appropriate), class teacher and parents.

Suspension is used to provide a clear signal of what is acceptable behaviour as part of our Behaviour Policy and show the pupil that their current behaviour is putting them at risk of permanent exclusion. Suspension will be considered as an option where verbal or physical abuse is directed towards staff and students and in serious cases of unprovoked violence towards fellow students or staff. It will also be considered in case of the bringing of dangerous objects or illegal substances onto the school premises. A student's behaviour outside of school can be considered grounds for suspension or permanent exclusion.

Other circumstances which warrant a suspension or permanent exclusion include, but are not limited to the following:

3.1.1 Physical assault against a pupil or an adult

3.1.2 Verbal abuse or threatening behaviour against a pupil or an adult

3.1.3 Use, or threat of use, of an offensive weapon or prohibited item

3.1.4 Bullying

3.1.5 Racist abuse

3.1.6 Abuse against sexual orientation or gender reassignment

3.1.7 Abuse relating to disability

3.1.8 Manipulation and / or distribution of photos/ images (staff or student)

Permanent Exclusion will be a serious consideration for anyone who contravenes the Behaviour Policy in accordance with section 3.1.

4.1 Behaviour incidents online

At Hampton Vale, we are aware that negative interactions online can have a significant impact on our culture at school. As a school we are clear to our children that the same expectations of behaviour are in place whether online or offline. Although many online incidents will take place outside of school, and it is therefore the parents' responsibility, when incidents impact the school culture, sanctions can and will be given by the school. This is to ensure all children are safe, the smooth running of the school is maintained and the school's reputation is protected.

4.2 Support following sanctions

Staff must ensure that there is sufficient support in place following any sanctions to ensure the behaviours are not repeated. Possible support for the child may include -

- A targeted discussion around their behaviour, why it was unacceptable, the impact of their actions and how their behaviour now needs to improve
- A discussion about our school values and the routines/rules which must be followed
- apologising to any relevant person
- A phone call/meeting with parents. It is imperative parents are aware of their child's behaviour at school and that they understand the importance of their support in reinforcing key messages at home ● a meeting between the child and their Phase Leader
- Consideration for any wider circumstances that may be triggering this behaviour (e.g. home circumstances, mental health)
- The setting of targets the child needs to meet and how
- Short term reporting to a member of SLT

- Re-integration following a suspension will include all of the above support mechanisms. A meeting must take place between the child, parents, the Headteacher/Deputy Headteacher/s, the Assistant Headteacher and the class teacher (as appropriate).

5.1 The use of reasonable force

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. Headteachers and all school staff should read this guidance. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff who have team teach training should be called upon when reasonable force is required. However, if a child is at imminent risk of harm and there is no time to wait for a fully trained member of staff, the Headteacher permits staff to prevent injury using the guidance within the ‘Use of Reasonable Force’ guidance. Physical intervention must only be used as a last resort.

5.2 Recording of Incidents

All behaviours that have reached five strikes, or that were deemed to be zero tolerance, should be recorded onto CPOMs. In addition, any child who regularly gets strikes (but doesn’t reach five strikes) should also be recorded as is this ongoing low-level disruption which must be monitored by the Phase Leader.

Staff must report all incidents of restraint in accordance with School Policy and report these to the Headteacher. A written record must also be made on CPOMs.

Details should include:

- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was affected
- Outcome of restraint
- Any other action taken in the management of the incident

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

6.1 The Role of Leadership and Management

School leaders are responsible for ensuring that a whole school approach to behaviour management is consistently and relentlessly applied and that, as a result, a culture of high expectations is maintained at all times. Leaders must embody the culture, ethos and values of the school and demonstrate the expected behaviours at all times, through all interactions with both staff and children.

Leaders must be visible to the whole school community and must continually ensure our whole school approach is consistently implemented. Leaders set the example and support everyone in the school community

to achieve and maintain these standards.

Leaders regularly monitor incidents of behaviour across the whole school in order to identify any patterns or areas that require action. This information is then acted upon quickly and effectively.

6.2 Pupil Support

The vast majority of children can meet the high expectations of behaviour set out in this policy. Where a child is capable of meeting the standards, but are not doing so, additional support must be provided in a timely and effective manner. The support put in place must be regularly reviewed for progress and impact. This process must include communication with parents.

When a child has special educational needs and/or disability, which means that the school behaviour norms are not able to be achieved because of the need, a plan must be put in place which is created by the class teacher and the SENCo. It is important that all children feel part of the school community and that adaptations are made to ensure this. The plan should consider triggers of misbehaviour and put in place support to prevent these.

Examples for prevention are -

- Short, planned movement breaks
- Adjustment of seating plans
- Additional training for staff

7.1 Child on Child Abuse

At Hampton Vale Primary Academy, we are aware that abuse can happen anywhere to any child. In order to prevent instances of child on child abuse we -

- Have a clear and thorough safeguarding policy
- Deliver a PSHE and safeguarding curriculum which has a heavy emphasis on healthy relationships
- Have school values which underpin our culture and behaviour choices
- Provide regular training with staff on identifying signs of abuse and how to respond to them
- Have a culture of trust in which our children can confide in an adult at school if they have a worry
- A behaviour curriculum which is consistently applied
- Have a zero tolerance approach to any sexual harassment or violence. We do not accept banter as an excuse or reason.

In response to any allegations of abuse we -

- Require all staff to immediately inform a designated safeguarding lead
- The safeguarding lead liaises with other professionals, including external agencies, to decide a plan moving forwards
- All allegations are treated case by case depending on the circumstances
- Ensure all information shared is recorded and logged
- Meet with parents if required as part of the response
- Monitor all of the children involved
- Give support to the victim and the perpetrator

For full information regarding our approach to bullying, see our anti-bullying policy.

7.2 Searches and Confiscation

The Headteacher and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. In such instances, the guidance set out in the DFE document, Searches, Screening and Confiscation will be followed. In the instance where a member of staff believes a search is needed, the Headteacher must be notified immediately.

7.3 Staff Induction, Development and Support

All members of staff receive regular continued professional development on creating a climate of high expectations and the application of behaviour policy and curriculum. All staff that are new to the school are fully inducted into our approach, expectations and where they can get support if needed. All Early Career Teachers (ECTs) receive coaching and mentoring on behaviour within their ECT programme. The application of our behaviour policy is consistently monitored by the leadership team so that swift, effective support is given if needed, to ensure high standards remain.

8.1 Legislation and Statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Keeping children safe in school

It is also based on the special educational needs (SEN) code of practice. In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.