Behaviour Policy
Hamstel Junior School

Excellence in Everything

<table>
<thead>
<tr>
<th>Compiled by</th>
<th>SLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>October 2019</td>
</tr>
<tr>
<td>Agreed by the GB</td>
<td>December 2019</td>
</tr>
<tr>
<td>Reviewed</td>
<td>November 2019</td>
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<tr>
<td>Date of next review</td>
<td>September 2023</td>
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</tbody>
</table>
Aim:
The aim at Hamstel Junior School is for children to be supported in order for them to take responsibility for the management of their own behaviour, which will lead to successful learning.

Our Rights:
All pupils and staff at Hamstel Junior School are entitled to:
- The right to be safe
- The right to respect
- The right to learn

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

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

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

Rewards
Rewards are given in acknowledgement for behaviour which exemplifies our expectations and ‘Our Rights’.
Children can be rewarded by a teacher by being given house points. These will contribute to the house-point reward system.

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

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

Levels of behaviour
-1. Low level disruption to learning
An example of this level of behaviour could be calling out, refusal to co-operate or being off-task.
Pupils are reminded of the expected behaviour with either a verbal or non-verbal cue. Class teachers use their discretion on how to keep track of the reminders in the way best suited to their class and teaching techniques.
Behaviour which is not corrected after reminders and continues to cause low level disruption to the learning of others will lead to a classroom consequence. E.g. time out for reflecting; repaying time lost...
in class or to complete work. It is expected that there is consistency with regards to the suitability of
the sanction with respect to the scale of disruption.

-2. Continued disruption to learning:
Despite positive behaviour management strategies, some children will continue to display behaviour
which is not conducive to learning. The teacher may make the decision to involve a Learning Mentor;
the Learning Mentor will either work with the child in the class or take the child out of the class for a
short amount of time 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. Communication
and behaviour will be recorded.

-3. Persistent significant disruption to learning:
If the child continues to display these types of behaviour as detailed in negative level 1 or negative
level 2, the class teacher will consult with the year group leader and the child placed on a Ready to
Learn Plan.
Parents will be notified and the targets and the strategies shared with them. The class teacher will
record on Arbor that the child is on a Ready to Learn plan.
Learning Mentors may also be involved at this stage for additional support.

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. The class teacher
will score the child out of 10 for each lesson. The child will then report to the year group leader at the
beginning of break time, lunch time and at the end of the day to show them their scores. If the child
persistently receives a score of 7 or below, further consequences will be put in place such as having
to complete the work they missed in class due to their disruptive behaviour. Parents will receive a
copy of the weekly report card and the class teacher will discuss the behaviour with the parent. If a
child is in the class of a year group leader, the child will immediately report to a member of SLT.
If reporting to the year group leader is not effective, the child will be referred to a member of SLT;
initially with one of the Assistant Headteachers escalating through to the Deputy Headteacher and
finally the Headteacher.

-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 recorded on Arbor.
Dangerous behaviour or ongoing, repeated disruption to learning may result in an internal isolation
or a fixed term or permanent exclusion. Support from appropriate external agencies may be
requested.

-5. Continuous severe disruption to learning / serious incident.
A fixed term exclusion may be considered if after following the sanctions outlined above behaviour
does not improve. It is also possible that a fixed term exclusion will be given for any incident if it is
deemed to be serious. During a fixed term exclusion the pupil is expected to be off site and at home,
completing work that has been set for them. An alternative to this is an internal exclusion where the pupil works away from their own class and in isolation.

The following are examples of behaviour that could lead to a fixed-term exclusion:
- Refusing to follow reasonable adult requests
- Fighting in or around school
- Verbal, physical, sexual or emotional abuse of another person
- Acting in a manner likely to cause danger to themselves or others
- Acts of vandalism
- Incidents that might continue if there was not a ‘cooling off period’.
- Any other situation where the Head Teacher considers fixed-term exclusion appropriate.

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

The exclusion process is used for three main purposes:
- To give clear warning to the pupil and their family that the behaviour is unacceptable and must change if the child is to remain in the school
- To allow a cooling off period
- To enable all pupils to learn in a safe, calm environment

During each exclusion the Head Teacher will consider whether:
- Further investigation of the incident is needed
- The pupil should be permanently excluded
- The pupil should have a managed change of school
- Additional resources need to be allocated which allow the pupil to remain in the school without further exclusions such as a referral to ‘early help’ or other outside agencies.

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

Supervised education is provided from the 6th day of exclusion by the Local Authority. Work will be provided by school from the first day of exclusion. The child must not be in a public place during school hours for the period of the exclusion. Pupils must not return to school property without consent from the Head Teacher and cannot attend school events during this time. (For all exclusions we follow the Southend Local Authority guidance.)
Changes to the school day
In order for pupils to achieve success they may be offered a change in the times for their school day. This can provide pupils presenting inappropriate behaviour to attend school for a shorter period of time giving them an opportunity to demonstrate good behaviour and then build on that success. Throughout this period regular meetings are held with parents to provide them with progress information. The increase of time in school is under constant review with the aim for the child to be in school full time as soon as possible.
In addition, external outreach support will be requested.

The Governing Board
The Head Teacher is required to report to the Governing Board on the effectiveness of the policy. Exclusions must be reported and in certain circumstances a Pupil Discipline Committee may be convened to consider exclusion.

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 does not adopt a physical restraint policy and the Headteacher is the only member of staff who is Team Teach trained to positively hold a child. The school would adhere to above guidelines if reasonable force was needed to be used.

Behaviour in the Playground
To support this policy children are expected to follow the rules which are clearly displayed on the playgrounds. The class teacher on duty during break times will follow the sanctions outlined previously. Sanctions for breaking these rules at lunchtimes are put in place by the Lead MDA. Children who break the rules during lunchtimes are removed from the playground and report to Reflection where a member of staff will investigate the incident. The child will reflect on their behaviour and will have a time out from the playground. Children will only be in Reflection at lunchtime for incidents that occur during that time. Other behaviour incidents will follow the Behaviour Ladder as previously outlined. All incidents that occur during lunchtime are recorded onto Arbor.

Relevant Policies
Other policies relevant to the Behaviour Policy are: Equality Policy and Inclusion Policy
## Behaviour Chart

<table>
<thead>
<tr>
<th>Staff Involvement</th>
<th>Behaviour</th>
<th>Arbor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>Low level disruption / Refusal to come into school.</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td>Dealt with by class teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning mentor may be asked to support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents informed of issues.</td>
<td></td>
</tr>
<tr>
<td>Class teacher</td>
<td>Disruptive behaviour which requires time out of class.</td>
<td>-2</td>
</tr>
<tr>
<td>Year Group Leader</td>
<td>Removal from the playground or a club due to disruptive or unsafe behaviour.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning mentor called in the first instance to support the child either in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class or if appropriate outside of the classroom to help the child to regain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>focus and return to the lesson.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class teacher to liaise with YGL to discuss strategies. AHT for Inclusion and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEND consulted for advice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents informed of issues.</td>
<td></td>
</tr>
<tr>
<td>Class teacher</td>
<td>Persistent disruptive behaviour.</td>
<td>-3</td>
</tr>
<tr>
<td>Year Group Leader</td>
<td>Homophobic or racist incident.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child placed on a Ready to Learn Plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class teacher and YGL to meet parents (class teacher to arrange).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If appropriate a report card may be used as a strategy. See additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information regarding report cards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A Learning Mentor should be called; if a child doesn’t calm down with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support or their behaviour is serious enough and they need to be removed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the rest of the session the child should be taken to the deputy /</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assistant heads’ office.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents informed.</td>
<td></td>
</tr>
<tr>
<td>Core Leadership Team</td>
<td>Severe disruptive / offensive / unsafe behaviour requiring removal from</td>
<td>-4</td>
</tr>
<tr>
<td></td>
<td>class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Such behaviour and / or an incident may warrant an internal exclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YGL and member of Core SLT to liaise regarding length of internal exclusion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AHT for Inclusion and SEND/HT to place referral to Parallel Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>outreach.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents informed.</td>
<td></td>
</tr>
<tr>
<td>Headteacher/Deputy Headteacher</td>
<td>Severe disruptive / offensive / unsafe behaviour warranting a fixed term exclusion.</td>
<td>-5</td>
</tr>
<tr>
<td></td>
<td>HT (or DHT in HT’s absence) to determine whether behaviour warrants a fixed term exclusion.</td>
<td></td>
</tr>
</tbody>
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Report Cards

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

Example of report card
### Behaviour on the playground

**Hamstel Junior School**

**Excellence in Everything**

**Behaviour**

By close observation and appropriate intervention, most behaviour incidents can be avoided. If children aren't following the school rules, their attention can be gained by blowing a whistle however approaching children and speaking to them is preferable. The ladder on this page should be referred to when considering the most appropriate action to take. Serious incidents should be referred to the member of the inclusion team who is on duty at lunchtime.

<table>
<thead>
<tr>
<th>Incident</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe disruption which puts a member of staff or another pupil at risk of being hurt.</td>
<td>Send to reflection. LMs/ SLT to decide if the child needs further time off the playground</td>
</tr>
<tr>
<td>Swearing at another child or member of staff.</td>
<td></td>
</tr>
<tr>
<td>Persistent refusal to follow instructions - several</td>
<td>Send to reflection or speak to learning mentors to discuss support. LMs to address behaviour.</td>
</tr>
<tr>
<td>Rough play/ snatching equipment/ being too physical</td>
<td>Reminder of playground rules/ Hamstel right to be safe/ right to respect. Distract and engage children in an alternative activity. Direct the child to an activity led by an adult. Give a child a few minutes time out. Send to a quiet place and tell them to calm down then come back to play.</td>
</tr>
<tr>
<td>Squabbling/ disagreements/ unkind words</td>
<td>Reminder of playground rules/ Hamstel right to be safe/ right to respect. Try reconciliation between children. Suggest some cool down time between friends before they play again. Direct children to play with other friends.</td>
</tr>
</tbody>
</table>