

Hunters Hall Primary School

SAFEGUARDING: *Behaviour Policy*



**I can be anything I want
If I just believe in me**

Written by	Miss L Cooper
Ratified by Governors	26 May 2022
Date for review	Summer Term 2026
Signed-Chair of Governors	Mr J Allen
Signed-Headteacher	Miss S Frazer Mr M Kaitell

BEHAVIOUR POLICY

HUNTERS HALL PRIMARY SCHOOL

MISSION STATEMENT

At Hunters Hall Primary School, we want:

- To promote an inclusive and effective learning community with high expectations.
- Our school to reflect the local area, to welcome and celebrate diversity and to provide an inspirational environment where pupils feel happy, valued and secure in their learning.
- To enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve his/her full potential.
- Our children to become responsible, confident members of a global society who can apply their experiences at Hunters Hall to all future learning.

INTRODUCTION

At Hunters Hall Primary School, we recognise that the values we promote within school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: care, respect and concern for oneself and for others, care and respect for property and for the environment.

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave and in the ways we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour. It is the responsibility of all staff members to ensure that the children follow the rules through modelling desired behaviour, praising and rewarding the expected behaviour and implementing the agreed consequences for inappropriate behaviour. We choose to identify positive rather than negative behaviours in order to create an atmosphere where individuals are valued and each member of the school community feels safe and secure.

We agree that a consistent and fair approach to discipline is vital for children to be able to learn effectively and any behaviour that prevents children from learning will not be tolerated. However, as an inclusive school, we recognise there will be children who need a personalised approach to their specific behavioural needs, due to having difficulties with their Social, Emotional and Mental Health (SEMH). We promote the well-being of everyone and nurture children through interventions where necessary. However, in some cases, our usual behaviour systems are not the most appropriate for rectifying a pupil's challenging behaviour. In these circumstances an individualised pupil passport may be necessary.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

AIMS

A clear school behaviour policy, consistently and fairly applied, underpins effective education. It is essential that our behaviour systems help to create a well ordered, calm and respectful environment where children can grow in confidence, feel safe and able to learn.

This policy aims to fulfil the legal requirement of all maintained schools to:

- Provide a consistent approach to behaviour management;
- Encourage children to take responsibility for their own actions;
- Promote good behaviour, self-discipline and respect;
- Prevent bullying and discrimination;
- Promote a positive learning environment where there is mutual respect between adults and children

- Encourage children to make positive choices and to be recognised for their achievements.
- Provide opportunities for children to be rewarded for good behaviour.
- Help children to accept that there are consequences to making the wrong choices.

We acknowledge further our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

LEGISLATION

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

- Behaviour and discipline in schools.
- The Equality Act 2010.
- Keeping children safe in Education.
- Use of reasonable force in schools.
- Preventing and tackling BULLYING.
- Searching, screening and confiscation at school.
- Sexting in school and colleges: Responding to incidents and safeguarding young people.
- Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion.
- Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act of 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that schools must publish their behaviour policy online.

PURPOSE

A fair and consistent behaviour policy will provide clear boundaries for pupils and help them to develop and learn responsibility and respect for themselves and others. Our behaviour systems must:

- Promote in each pupil, a sense of their own value and self-worth.
- Enable all pupils to develop secure relationships.
- Encourage pupils to develop awareness and concern for others in the school community and wider world.
- Be fair and consistent.
- Help every pupil to fulfil their learning potential.

GUIDELINES

We ensure and plan for good behaviour through the delivery of our curriculum by:

- Delivering an interesting and engaging curriculum which is regularly reviewed.
- Making all lessons accessible to all learners which include challenge for all.
- Providing interactive and varied lessons using different teaching styles to motivate and engage all pupils.
- Modelling and promoting independent learning.
- Quality marking and valuing children's work.

We expect pupils to:

- Develop a positive attitude towards school and learning.
- Be independent by knowing where to find support.
- Know what their next steps are.

- Respect each other by allowing everyone to learn and by being accepting of all abilities and efforts.
- Make appropriate decisions about their behaviour.
- Learn to abide by the school rules.

We expect all staff to:

- Speak politely and calmly to all pupils.
- Greet the children in the morning in a positive manner.
- Recognise that each child is an individual who needs to be valued and enabled to succeed.
- Focus on and praising good behaviour.
- Follow the correct stages of the Behaviour Systems fairly and systematically so that pupils understand the behaviour that is not acceptable.
- Give pupils time to amend their behaviour as requested.
- Allow pupils to explain their actions.
- Avoid confrontational situations so that children can maintain their dignity.
- Understand that it is normal for children to test the boundaries of acceptable behaviour.
- Encourage pupils to take care of their school and to be proud of its members.
- Promote attitudes of respect through our curriculum.
- Have a display board allocated to rewards, behaviours and sanctions guidelines

We expect our parents to:

- Support the school in the implementation of our policy to promote positive behaviour and individual responsibility.
- Attend meetings about their child's progress and behaviour.
- Inform school of concerns or problems which may affect their child's work or behaviour.

Discipline in schools:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This also applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.
- Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:
 - cause harm,
 - disrupt teaching,
 - break school rules,
 - commit an offence,
 - cause personal injury, or
 - damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

In order for communication and relationships with parents and carers to contribute to good behaviour, all staff will keep parents informed through:

- Parent consultations.
- Offering practical support from the Family Support Worker.
- School website.
- IEP or target setting if appropriate.
- Newsletters e.g. Snippets.

We will have open and accessible communication through:

- Staff presence at both entrances before and after school.
- Staff on duty in the playgrounds and at the doors in the morning and end of the day.
- Availability of office staff.
- Create a welcoming school environment which encourages an open and mutually respectful dialogue between parents and school.
- Quick response to any enquiry or concern.

The principles behind our “Stay on Green” system are:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following rules are noticed and rewarded.
- Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

The “Stay on Green” system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class, school and individual reward systems.
- Least intrusive approaches are used to manage behaviour.
- Teaching specific behaviours and routines.

Hunters Hall Expected behaviour

Our school rules, which are regularly discussed with children and displayed in each classroom, and around the school, provide a clear framework for everyone.

At Hunters Hall, to “stay on green”, we will...

- Treat everyone with politeness and respect.
- Work as hard as we can.
- Help each other to stay safe.
- Listen to each other.
- Respect the school environment.

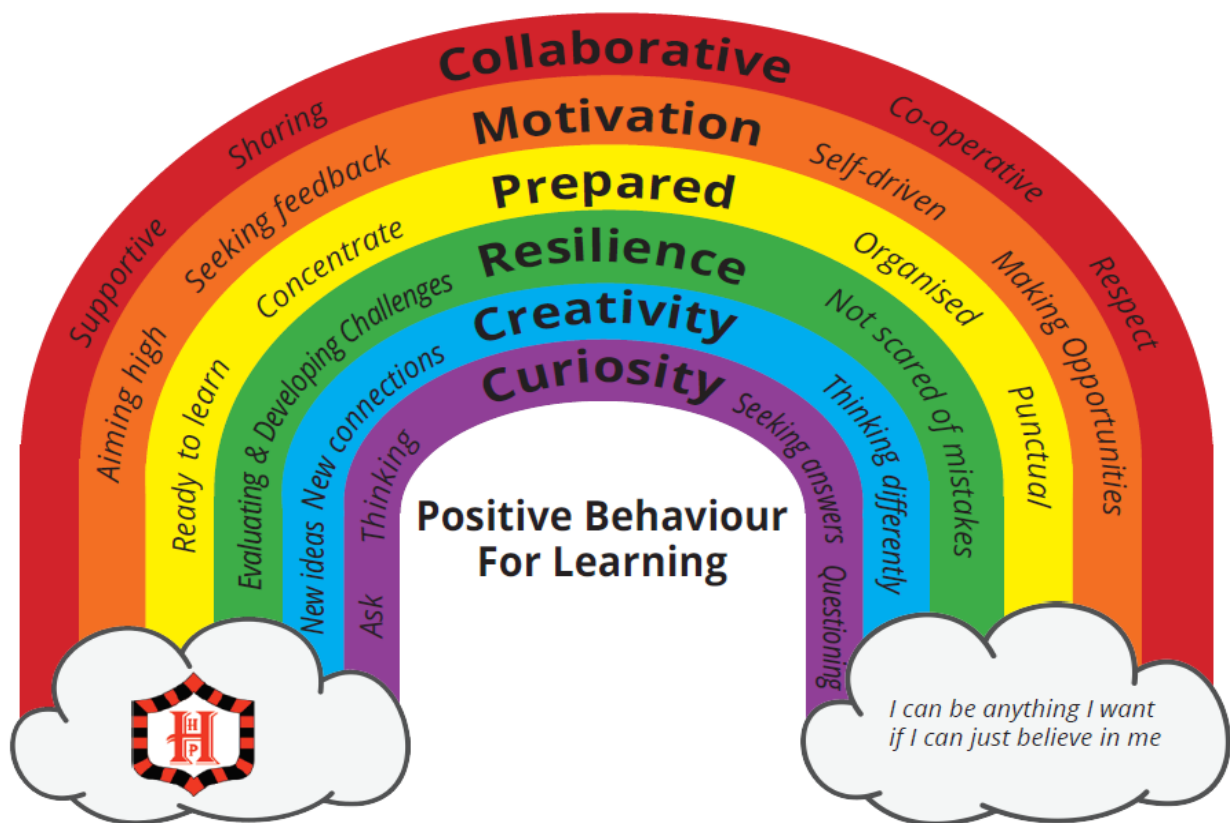
We expect all children to follow these rules. They ensure that every child has the best opportunity to learn in class and to enjoy school. Following the school rules in an expectation.

How we implement our Behaviour Policy:

In each class there is a prominent "Stay on Green" display.

- On this display, all children have a label with their name on it.
- Each day children start with their name on green.
- If children make positive individual choices they are celebrated by placing their name onto bronze, silver, gold. (Refer to suggested behaviours table).

- If children make negative individual choices, the teacher explains why the behaviour is unacceptable and a request is made for the behaviour to be corrected. (Refer to suggested behaviours table).
- The system allows children to reflect on their actions, attitude and behaviour. If their behaviour improves then they can move back towards green.
- If a child's behaviour does not improve and they end up on 'Yellow' they will be asked to complete a Reflection Sheet (see Appendix 1 (KS2) / Appendix 1a (KS1) – New sheets starting September 2022)
- A poster of our "Positive Behaviour for Learning" will be displayed. The characteristics are commented upon on a daily basis and when children achieve a Silver or Gold Award.
- Further strategies are implemented to promote good behaviour; this includes additional responsibilities, participation in extra-curricular events and other celebrations.



Rewards






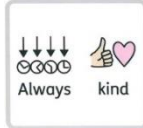







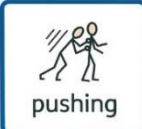







Informal rewards which are immediately given are:

- Verbal and written praise through marking and feedback.
- Stickers for Bronze, Silver and Gold behaviours.
- Praise to children in front of peers, staff and parents.
- Sending to another member of staff or a member of SLT to share a child's success.
- Team Points.

Other opportunities to celebrate include:

- Honours assemblies where trophies and certificates can be acknowledged.
- Attendance assemblies and rewards.
- A telephone call home to inform a parent of a child's success.
- A Headteacher's award

Hunters Hall Stay on Green Behaviour Grid

COLOUR	BEHAVIOUR	CONSEQUENCES			
GOLD	Exceptional Behaviour. Significant Achievement. Constantly displaying "silver" behaviour.	Given golden pencil and certificate in Rewards Assembly. Sticker given in class. Entered on Integris			
SILVER	Consistent politeness. Selfless Behaviour. Constantly displaying "bronze" behaviour without adult prompting.	Silver certificate will be presented in Rewards Assembly. Sticker given in class. Entered on Integris			
BRONZE	Better than expected behaviour / effort. Being polite / kind / caring / sharing. Volunteering to help adults / children. Good manners. Picking up coats in corridor unprompted.	"Well done" bronze sticker given in class Entered on Integris			
GREEN	FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR.	Have half an hour "green time" on a Friday afternoon.			
Warning – Child is reminded of "Green Behaviour"					
BLUE	Any low level disruption such as, talking in class, not listening. Constant fiddling with belongings. Calling out, disturbing others. Running / Careless pushing in the corridor. Arguing with peers. Littering.	Child's name is put in the "blue" section of the classroom display and told why their behaviour is not acceptable. Child's name entered on Integris			
Warning – Child is reminded of "Green Behaviour"					
YELLOW	Persistent "blue" behaviour. Deliberate pushing in the corridor. Throwing things across the classroom. Deliberately hurting someone's feelings. Being uncooperative /ignoring staff. Mild swearing or lying /answering back. Being unkind or rude. Fighting.	Child is given a Reflection Sheet and sent to the YGL or Buddy Teacher for 5-10 minutes depending on age. Reflection time with Behaviour Lead or Learning Mentor. Child's name entered on Integris.			
Warning – Child is reminded of "Green Behaviour"					
RED	Racism. Fighting with intent to hurt. Bullying (proven). Deliberately damaging property. Swearing directed at another. Persistent or serious lying. Persistent or premeditated stealing. Violence/Serious disobedience. Spitting at someone. Biting where a mark has been left (not EYFS). Persistent "yellow" behaviour.	Immediate lunch time detention with HT or SLT KS2 pupils miss "green time" on Friday. Child's name entered on Integris and letter sent home. Each time a child appears on red in a week they do a lunchtime detention.			

FURTHER SUPPORT FOR PUPILS

Pupils who continue to disrupt on a regular basis will be brought to the attention of the Inclusion Manager or Headteachers. A behaviour letter (see Appendix 2 – Introduced September 2022) will be sent home so parents/carers are kept informed at all times.

An appropriate course of support will be agreed with the class teacher, pupil and parents.

Strategies may include:

- Specific and appropriate rewards/sanctions programme.
Children who find it difficult to exhibit virtuous behaviours on a daily basis have other systems available to encourage and motivate them, e.g. individual reward system.
- Behaviour targets (see Appendix 3)
These are formed by the teacher and Inclusion Manager. The pupil will be informed of this and will agree the targets. Parents will also be informed. This will support the pupil in improving behaviour through manageable targets, positive rewards and consistent sanctions. This will help avoid more serious sanctions such as exclusion.

If a child is on an individual behaviour plan and are independent at home time this will be suspended for a time agreed with the head teachers
- A Pupil Passport (see Appendix 4).
This includes looking into the behaviours and triggers of individual children, as well as looking at strategies to try and avoid. The Pupil Passport also includes appropriate positive handling techniques which are aimed at the individual child's needs.

Positive Handling

On rare occasions reasonable force may be used to prevent a pupil from causing significant harm to themselves, property or other people. On occasions, situations may arise which means that physical restraint has to be used to keep a child safe. This is typically use in more extreme circumstances. It is good practise for staff to inform a child's parents of a serious incident involving reasonable force or restraint. A form will be sent home of a child has been restrained (see Appendix 5- Introduced September 2022). All incidents of restraint are documented in a 'bound and numbered book'.

- Referral by the Inclusion Manager to other professionals
Referrals can be made to the Educational Psychologist, Behaviour Support or other agencies for advice and further support. If a referral is required a meeting with the parents will be held to discuss the process and to complete the forms.

All support will be positive, allowing the pupil the potential to improve their behaviour.

The consequences of persistent antisocial and aggressive behaviour could be:

- Internal Exclusion
When a child is internally excluded they will remain on the school premises for the duration of the exclusion. They will be educated in a specified location with an adult. They have no contact with any other children in the school, which means they follow alternative break time arrangements and take their meals away from the school dining hall.
- Fixed Period Suspension
When a child receives a fixed term suspension they are not permitted on the school premises during the school day for the duration of the suspension. Parents/carers are expected to support the school's decision by keeping their child at home and ensuring any work given is completed during the time out of school. When the time arrives for the child to return to school, the parents/carers will have a re-integration meeting with their child and the Headteacher before they return to class.

- Permanent Exclusion

Permanent exclusions are given when a child has been involved in an incident of such severity that the school no longer feels it is the appropriate place to educate the child. Dfe guidelines are always followed and the parents/carers are supported throughout the process.

- Alternative provision

At times it is felt a child requires an alternative provision to help them manage their behaviour. These provisions can be either short or long term. If a child requires such a provision the parent/carer is supported throughout the process.

Playtimes and Lunchtimes

The majority of children behave in a perfectly acceptable way, but if an incident occurs staff should approach the child / children and speak quietly only to those involved. On settling the dispute. It must be established that the children clearly understand the outcome. If a warning is given, staff will observe and monitor the child / children.

If negative behaviours continue to occur, SLT are informed and appropriate actions are put into place. These will be discussed with the child and parents.

HOW WE MONITOR THE SUCCESS OF THIS POLICY

The behaviour policy will be consistently applied by all adults; adults will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Formal and informal monitoring by members of the Senior Leadership Team.
- Discussions at staff meetings/ briefings.
- Parental feedback.
- Lunchtime supervisor meetings.
- Governor visits.
- Pupil voice interviews.

OTHER SUPPORTING POLICIES

- Anti-Bullying Policy.
- Special Educational Needs and Disability Policy.
- Safeguarding/ Child Protection Policy.
- Health, Safety & Wellbeing Policy.
- PSHE Policy.
- Equality Duty.
- Staff Handbook & School Prospectus.



REFLECTION SHEET



Name:

Date:

Lesson:

Time:

Teacher comments:

What happened? (Circle all the correct pictures)

I was not following instructions	talking	was not on task	was disrespectful/silly	had a negative attitude	distracted others	
was dangerous	bullying	was aggressive	was violent	damaged property	was inappropriate	other

Want to tell us more?

Empty box for additional comments

How were you feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What were you thinking?

Empty box for thoughts

Who else has been affected?

Empty box for names of affected people

How might they be feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What could you have done differently?

Empty box for alternative actions

How can we repair the damage?

Empty box for repair actions

Signature: _____

Teacher's signature: _____



REFLECTION SHEET



Name:

Date:

Lesson:

Time:

Teacher comments:

What happened? (Circle all the correct pictures)



I was not following instructions



talking



was not on task



was disrespectful/silly



had a negative attitude



distracted others



was dangerous



bullying



was aggressive



damaged property



other

Want to tell us more?

How were you feeling? (Circle the correct feelings)



silly



angry



frustrated



sad



tired



other

What were you thinking?

Who else has been affected?

How might they be feeling? (Circle the correct feelings)



silly



angry



frustrated



sad



tired



other

What could you have done differently?

How can we repair the damage?

Signature: _____

Teacher's signature: _____

Appendix 2

LONDON BOROUGH of BARKING and DAGENHAM

Co-Headteachers

Selina Frazer B.A. (Hons)
Michael Kaitell BSc (Hons)
PGCE MinstLM FCoT



ERS HALL PRIMARY SCHOOL

N ROAD
NHAM
K RM10 8DE

Telephone:

020 8270 4768

office@hunters-hall.bardaglea.org.uk

www.hunters-hall.bardaglea.org.uk

Date:

Dear Parent / Carer,

Recently, your child _____ has not been making the right choices in school and has found themselves being on 'blue behaviour' _____ times, this half term.

It is important that your child understands the need to follow our 'Stay on Green' system, and I would appreciate it if you could discuss their behaviour with them.

If you wish to discuss this in person, please do not hesitate to contact me.

Yours sincerely,

Miss L. Cooper

LONDON BOROUGH of BARKING and DAGENHAM

Co-Headteachers

Selina Frazer B.A. (Hons)
Michael Kaitell BSc (Hons)
PGCE MinstLM FCoT



ERS HALL PRIMARY SCHOOL

N ROAD
NHAM
K RM10 8DE

Telephone:

020 8270 4768

office@hunters-hall.bardaglea.org.uk

www.hunters-hall.bardaglea.org.uk

Date:

Dear Parent / Carer,

Recently, your child _____ has not been making the right choices in school and has found themselves being on 'Yellow behaviour' _____ times this half term.

I would like to discuss this with you so strategies can be put in place to support _____. Can you please make an appointment to see me.

Yours sincerely,

Miss L. Cooper

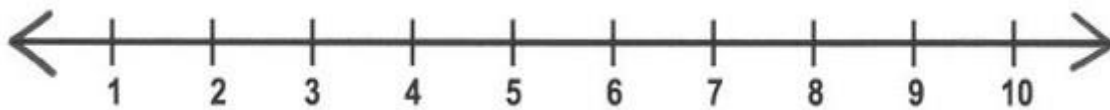
Appendix 3



Date: _____

	8:45	1	2	Break	3	Lunch	4	5
Target 1								
Target 2								
Target 3								
Target 4								
Teachers signature								

On a scale of 1 – 10 I feel as though my day has been:



Because:

Teacher's comment:

Parent / Carer signature:

Appendix 4



Pupil Passport

Pupil:	Class:	Date:	Review Date:
SECTION A: ALL ABOUT ME			
<u>My history</u>			
<u>Positive things about me and things that I like:</u>			
<u>What will support me in my environment and how I communicate:</u>			
SECTION B: BEHAVIOURS TO ENCOURAGE			
Positive behaviours that all staff can encourage me to demonstrate:			
Strategies that staff must use to help me demonstrate these positive behaviours, including rewards used:			
Sensory processing strategies that are used to promote positive behaviour and engagement (linked to sensory programme):			
Arrangements for communicating information relating to behaviour with parents (specify how parents wish their child's behaviour to be communicated, how regularly and what kinds of incidents they would like to have reported):			



Pupil Passport

SECTION C: CRISIS STAGE – SAFE MANAGEMENT PLAN			
Targets	Let's Break This Down	Action	Impact
When my behaviour hits crisis stage, this is what it will look and sound like:			
Triggers/Difficulties that have been known to lead to challenging behaviour:		Warning signs - behaviours that tell us the child is escalating to crisis stage:	
Non-physical strategies to support de-escalation (all staff must demonstrate they have attempted these before any positive handling technique is used): <ul style="list-style-type: none">•			
Behaviours demonstrated		Action / Strategy	



Pupil Passport

Ways of Helping

Preferred Handling strategies (as appropriate)

Single Elbow – standing / seated		Friendly hold	
Double Elbow		Deep pressure	
Figure of Four		Help hug/ help by holding alongside	

No's of staff required to safely manage pupils' behaviour at this stage:

One adult is preferable as this supports more effective de-escalation

Staff member who will report incidents to parents:

Description of how the pupil should be supported post-crisis:

Review Outcome:

Appendix 5

LONDON BOROUGH of BARKING and DAGENHAM

Co-Headteachers

Selina Frazer B.A. (Hons)

Michael Kaitell BSc (Hons)

PGCE MinstLM FCoT



HUNTERS HALL PRIMARY SCHOOL

ALIBON ROAD

DAGENHAM

ESSEX RM10 8DE

Email: office@hunters-hall.bardaglea.org.uk

www.hunters-hall.bardaglea.org.uk

Telephone:

020 8270 4768

Date:

Dear Parent / Carer,

Today at school your child _____ has been involved in a significant incident that required physical intervention. The incident will be discussed when you collect your child or tomorrow morning. If this is not possible, please make an appointment with Miss Cooper with your child so the incident can be discussed further.

Yours sincerely

Miss L. Cooper

Incident Book –

Log Number –