



Behaviour Policy

Reviewed – Autumn 2024

Next Review – Autumn 2025

Agreed by staff and Governors

Objectives

Hemington Primary School believes that we should:

- Encourage good behaviour in all pupils
- Help all children need to understand the importance of responsible behaviour
- Develop self-discipline, self-respect and consideration for others in pupils
- Help children to live harmoniously in our changing society.
- Create a positive learning environment in which all pupils feel safe and secure
- Deal effectively with behaviour problems which affect learning
- Encourage positive attitudes in our pupils, giving clear rewards and sanctions
- Provide a clear and consistent set of strategies for dealing with behaviour problems, fairly and consistently

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 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 maintained schools must publish their behaviour policy online

This Policy should be read in conjunction with the following school policies and procedures:

Special Educational Needs Policy; Health and Safety Policy; Child Protection Policy; Educational Visits Policy; Home / School Agreement; Anti-Bullying Policy; Equality Policy; Guidelines on Exclusion from School; Positive Handling Policy

The school acknowledges its legal duties under the Equality Act 2014, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

We achieve good behaviour by:-

- Adhering to our school expectations of Respect, Readiness and Responsibility
- Adhering to the agreed, consistent approach of using the Hemington ladder (Steps to Success)
- Setting a good example and being a role model.
- The Pupil Leadership Team modelling behaviour.
- Positive Vibe Club attendance
- Treating everybody fairly, yet accommodating individual needs
- Using appropriate language – adhering to the agreed script for dealing with behaviour issues
- Keeping calm
- Praising and rewarding children
- Making consistent use of rewards and sanctions
- Encouraging support from home

All staff use the following rewards for good behaviour: -

- Verbal praise
- Positive language – re-enforcing good behaviour
- Raffle tickets via the Steps to Success Ladder.
- Individual rewards, depending on that child's needs and/or interests
- House points and certificates relating to our school expectations
- Collection of house points which are spent at the Hemington shop.
- House points to collected and the winning 'house' gaining a reward each half term.
- Responsibilities

Equality

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is never acceptable. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with the school's policies and guidance such as those for anti-bullying and dealing with racist incidents.

Governors' Responsibilities

The governing body provides clear advice and guidance to the Head Teacher, on which the school behaviour policy is based. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school, so that they are clearly understood by staff, pupils and parents.

School Values

The children have worked together in assemblies and to create our School Motto of Aspire, Believe, Achieve. They have focused on positive attitudes and behaviour. Hemington school expectations and our motto are discussed in assembly time and placed around school. They can be seen at the end of this policy.

School Expectations

The children have worked together in assemblies to adapt our school expectations, based on the school values. The rules are discussed in assembly time and placed around school. They can be seen at the end of this policy.

Sanctions

Sanctions are there to modify behaviour and encourage children to make the right behaviour choices next time or to deter escalation of behaviour. If a child makes the wrong behaviour choice the school behaviour ladder is used.

Our Hemington ladder

Each classroom has the following Hemington ladder in it. Each day all children start on expected behaviour. If we see any of the 3R's being carried out well they will go up the ladder and if behaviour is not acceptable they will move down. Some children with additional needs have other systems to support them too. Our ladder is **fluid** and the children may move up or down throughout the day.

Th

Earn a Hemington Pencil Case or Hemington Wrist Band. Presented in Assembly. (+ 3 house points)
Earn a Certificate (+ 2 house points)
Earn a Raffle Ticket (if on here at the end of the day) (+ 1 house point)
Expected Behaviour. EACH DAY EVERYONE STARTS HERE
Check Your Actions
Time out to Think (this is 5/10 mins at break to reflect on their behaviours)
Class Teacher to Speak to Parents
Headteacher to Meet with Parents

If a child has to miss 10 minutes of playtime. The adult on duty in class 2 will help the child discuss what happened and how the behaviour can be altered in the future.

Parents' and Carers' Responsibilities

Parents should:

- Take an active interest in their children's school career, praising and encouraging good work and behaviour
- Work in partnership with the school to resolve issues regarding behaviour
- Ensure that they are aware of the behaviour policy of the school
- Treat teachers, staff, other parents, pupils and visitors to the school with respect
- Behave responsibly whilst on school premises
- Report any incidents of bullying including cyber bullying or sexting as soon as they are discovered so that the issue can be dealt with promptly by school staff
- Report any child on child abuse see (KCSIE September 2021)
- Encourage their child to have high standards of behaviour in and out of school
- Inform the school of any concerns or problems that may affect the child's work or behaviour;
- Support the school in its use of rewards and sanctions
- Support the school's approach to e-safety

Pupils' Responsibilities

Pupils should:

- Follow the school expectations – 3 Rs – Respect, Responsibility and Readiness

Respect

- Be helpful.
- Be inclusive.
- Always be kind.
- Listen.
- Share.
- Be tolerant – accept others' thoughts, beliefs and ideas.
- Be honest.
- Respect your property, school property and your friends' property.

Responsibility

- Try your best – go over and above!
- Look after each other.
- Care for each other, the school and the environment.
- Manners – be polite.

Achievements

Each week we will work on one of our expectations (Respect, Responsibility or Readiness). We consider how well the children are working towards the expectation and at Thursday's achievements' assembly, certificates and postcards are awarded to celebrate particular pupils accomplishments in relation to the expectation.

- Apologise when you need to.
- Be truthful.
- Be fair.
- Pay attention – you might just learn the most amazing fact!
- Be responsible when using school equipment and being online.

Readiness

- Listen and be ready to learn.
- Be ready to help.
- Work as a team – help each other.
- Come into school ready for a new day of learning.

School Responsibilities

The school will:

- Ensure all legal requirements are met
- Produce behaviour policies and procedures which are clear, consistently applied and regularly reviewed
- Work actively to maintain high standards of behaviour within school
- Ensure staff apply the code of conduct and school rules consistently
- Treat all pupils fairly, with respect and with sensitivity to feelings
- Be sensitive to the needs of individual pupils
- Communicate to all parents, pupils and staff the contents of this policy through newsletters' and the website
- Communicate both successes and concerns with parents
- Take seriously any complaints of bullying or inappropriate behaviour reported
- Set high expectations and clear boundaries for classroom behaviour
- Use rewards and where necessary, sanctions, consistently

Celebrating Success

At Hemington Primary School we regularly celebrate the success of all pupils in a variety of ways, as we recognise that focussing on success and positive outcomes is essential in developing a positive attitude to learning, which in turn, promotes good behaviour.

- Verbal praise (for work or behaviour)
- A comment of written praise in a workbook
- The display of good work both in the classrooms and around the school

Alongside the ladder are our house points. These are for showing consistent and/or outstanding behaviour, outstanding work, outstanding kindness and teamwork. They can be collected and then swapped for a prize at the Hemington shop. Each teacher has an agreed list of 'what makes a house point' so it is fair and consistent across our school. Thank you to all who have contributed to our prize fund!

As house points are for teamwork they are added together each Thursday to see who is the winning house. These are displayed in school on our house point board. Each half term the winning house has reward and treat time and can come in non-uniform that day. Parents are given notice of the winners.

Special Educational Needs Disability

Some children's behaviour is beyond the usual incentives and sanctions. Children with mental health, emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. It is often necessary to create Individual Behaviour Plans which include personal, achievable targets and a personalised system of rewards. These plans will be adhered to consistently by all members of staff. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child. Parents, Head Teacher, Teaching Assistants and outside agencies may be included in the programme if deemed necessary or helpful.

British Values

Every week, we share the '**Picture News**' with children in a special weekly assembly. The excellent online resources and images enable our children to engage with the topics covered, which are always interesting, current and relevant. The weekly big picture is also displayed prominently in our school entrance hall.

Picture News enables us to deliver much of the work we do in school on **British Values**. It also enables us to support our children in encountering and considering the key issues of the day in a planned and age-appropriate way. The discussion prompted by Picture News also underpins the development of **oracy skills** across school, through planned opportunities to develop confidence in speaking, debating and expressing opinions in both formal and informal contexts.

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Characteristics of British Values:

Democracy – Understanding how we can influence decision making through democratic process

Rule of law – Ensure school rules are clear and fair and that you know right from wrong.

Individual Liberty – Encourage pupils to take responsibility for their behaviour by making the right behaviour choices.

Mutual Respect – Understand the importance of identifying and combating discrimination.

Tolerance – Understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. We also have an anti-bullying pamphlet that has been created by the children. This is revisited yearly.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Encouraging Good Behaviour

Children will be reminded of the school expectations and what they mean in a day to day context through assemblies, particularly at the start of the year. Good behaviour, what makes an atmosphere for good learning and how to help others will form part of school assemblies.

In Personal Development Activities we consider children's social skills and understanding. We use the Jigsaw scheme of work to support this. They draw upon incidents as they occur in the daily life of the class as examples for discussion, role-play etc. There are discussions about choices and strategies for behaviour management. Children will be encouraged to share their grievances. As an extension to this work we will explore ways, in the classroom, playground and assemblies, of promoting and rewarding consistently good behaviour.

Parents

Appropriate behaviour in school depends on parental support. We ask school, pupils and parents to sign a Home-School Agreement, which provided for all new pupils and parents are encouraged to read it and sign a declaration that they agree to it. We encourage parents to support the implementation of this behaviour policy. We expect parents to make their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. We expect parents to discuss incidents with their children, to reinforce the school rules and to have high expectations of good manners and respect for others from their children. Above all we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child achieves.

Any inappropriate behaviour of parents towards staff and pupils will not be tolerated. Verbal or physical threats to any member of the school community will be taken very seriously; the aggressor will not be permitted onto school property and the relevant authorities contacted.

Damage to Property

A pupil (or parents of) will be expected to replace or contribute to the replacement of items of school property which he/she has damaged maliciously or through lack of care.

Seclusions or Exclusion

Very serious behaviour will incur a proportionate sanction. Examples of this type of behaviour would include physical violence or threat of violence, frequent swearing at members of staff, refusal to follow a reasonable instruction from a teacher (See definitions at the end of the policy). Sanctions could range from internal exclusion (part or all of the day) to fixed period seclusion or even permanent exclusions.

Permanent exclusion will only be used as a last resort; in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

It is the Head Teacher's decision whether to seclude/exclude or not. When establishing the facts in relation to an exclusion decision the Head teacher will apply the civil standard of proof, i.e. 'on the

balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Procedures for exclusions will be in accordance with government guidelines on exclusions; 'Exclusions from maintained schools, academies and pupil referral units in England.'

Power to use reasonable force

All 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 in the classroom. Staff will only use reasonable force when all other options to regulate the situation have been exhausted. Only staff trained in using Team Teach will be allowed to use reasonable force safely with pupils.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

Procedures for using force will be in accordance with government guidelines, 'Use of reasonable force - Advice for head teachers, school staff and governing bodies; July 2013 [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Tackling and preventing bullying

Bullying incidents are dealt with in accordance with the school's Anti Bullying Policy

Monitoring & Evaluation

The Head teacher will monitor pupil behaviour by staff consultation, CPOMS safeguarding recording system, reference to the behaviour books and analysis of pupil questionnaires. The reports from CPOMS will be shared with governors in the Head Teacher's Report to Governors.

This policy will be reviewed annually

Definitions of Behaviours

Misbehaviour/inappropriate behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 1

Procedure for Dealing with Allegations of Child on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The Designated Safeguarding Lead should review the evidence reported. The Designated Safeguarding Lead will collect further information if needed and make a referral where appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the police will become involved.
- Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral.
- The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding Records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the schools behaviour policy and procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Appendix 2



Hemington Primary School Expectations

Respect, Responsibility and Readiness

The Hemington Primary School values of Aspire, Believe, Achieve are central to the ethos of our school. To ensure that we are all living out these values, we have decided as a school community to encourage everyone to live by our three expectations – Respect, Responsibility and Readiness. These three expectations encompass everything we do as a school.

All the children and staff of Hemington Primary School worked together to assemble what we think each of these expectations involves. The results are as follows:

Respect

Be helpful.
Be inclusive.
Always be kind.
Listen.
Share.
Be tolerant – accept others' thoughts, beliefs and ideas.
Be honest.

Responsibility

Try your best – go over and above!
Look after each other.
Care for each other, the school and the environment.
Manners – be polite.
Apologise when you need to.
Be truthful.
Be fair.
Pay attention – you might just learn the most amazing fact!

Readiness

Listen and be ready to learn.
Be ready to help.
Work as a team – help each other.
Come into school ready for a new day of learning.

Achievements

Each week we will work on our expectations (Respect, Responsibility or Readiness). We consider how well the children are working towards the expectation and at Thursday's celebration assembly, certificates are awarded to celebrate particular pupils' accomplishments in relation to the expectations. Our Headteachers award will be given to those who use the 3R's to Aspire Believe or Achieve

Appendix 3



Pledge

Always, to the best of my ability during my years here, I will:

Respect

Be helpful.

Be inclusive.

Always be kind.

Listen.

Share.

Be tolerant – accept others' thoughts, beliefs and ideas.

Be honest.

Responsibility

Try my best – go over and above!

Look after myself and each other.

Care for each other, the school and the environment.

Manners – be polite.

Apologise when you need to.

Be truthful.

Be fair.

Pay attention – you might just learn the most amazing fact!

Readiness

Listen and be ready to learn.

Be ready to help.

Work as a team – help each other.

Come into school ready for a new day of learning.