



**Hagley Primary School**

**Behaviour Policy**

**Date:** October 2023

**Date of review:** October 2024

**Responsible member of staff:** Vanessa Payne

**Signature:**

*(Chair of governors)*

**Signature:**

*(Head Teacher)*

This policy will be sent to parents and carers annually at the start of each academic year and an updated copy will be placed on the school website.

## **Introduction**

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed. Hagley Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents and carers. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

Hagley Primary School is an equal opportunities school where behaviour is both taught and managed in line with our policies. All pupils within school have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. An important factor in the support of behaviour in school is a collective responsibility by all staff and parents for the behaviour of all children in the school.

This policy should be read in conjunction with the Equality and Diversity Plan, Safeguarding Policy, SEN Policy, Inclusion Policy, Anti-Bullying Policy, Relationships Policy for Staff, Online Safety Policy, and Suspensions and Exclusions Policy.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996  
Education Act 2002  
Equality Act 2010  
Educations and Inspections Act 2006  
Health Act 2006  
The School Information (England) Regulations 2008  
DfE (2016) 'Behaviour and discipline in schools'  
DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'  
DfE (2018) 'Mental health and behaviour in schools'  
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'  
DfE (2013) 'Use of reasonable force'

## **Aims**

- To establish and maintain positive approaches to behaviour management that are consistent throughout the school

- To ensure that behaviour within the classroom facilitates learning and the school's curricular aim
- To ensure the development of positive attitudes for all
- To help children develop a sense of responsibility for their own behaviour.
- To ensure that every member of the school behaves with consideration and respect for others
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary

These aims are underpinned through the THRIVE whole school approach and the Hagley ACE Values. As a THRIVE Ambassador School, the approach supports children to become more self-assured and ready to engage in life and learning. Following training, all staff have set out clear expectations for pupils' behaviour in communal areas around school e.g. corridors, halls and transitions between learning spaces.

We aim to make our school a happy, friendly place - where children feel safe, are valued, nurtured and respect each other. In order to function as a supportive community and to comply with the Public Sector Equality Duty, we actively promote good relations between children of different groups and those who share Protected Characteristics. Through Values Assemblies, PSHE lessons, we encourage children to celebrate our differences and similarities as well as consider the health, safety and the feelings of others through the promotion of Spiritual, Moral, Social and Cultural Development, British Values, Hagley's ACE Values and the '3Rs'. Hagley's ACE Values each have a half termly focus in assemblies:

- **Academic:** Being Resilient, Being Conscientious, Being Creative
- **Community:** Being Responsible, Being Respectful, Being Inclusive
- **Emotional Wellbeing:** Being Reflective, Being Courageous, Being Kind

## Objectives

The children at Hagley Primary School will:

- Understand and follow the '3Rs'.
- Be aware that following the '3Rs' is appreciated, valued and rewarded.
- Understand (at a level appropriate to their age) that they are responsible for the way they behave.
- Have regular discussions with their class and teacher about the behaviour and positive relationships that are required to meet the 3Rs
- Understand and keep to the school safety rules e.g. always walk quietly inside school and to the playground.
- Be aware of the reward systems for behaviour and achievement in the school and classroom.

## Relationships

At Hagley, all staff recognise that relationships are the key to learning and play a crucial role in supporting behaviour. Teachers and teaching assistants develop their skills in building genuine, caring relationships based. Positive relationships enable staff to successfully 'shine a light' on behaviour and begin to understand the triggers and difficulties individual children face. Knowledge of ACEs (Adverse Childhood Experiences) and the impact trauma can have on the development of children, support staff in personalising provision and enabling all children to engage positively in school. Staff understand that they act as role models for behaviour, attitude to learning and motivation and appreciate how this exemplary model supports all children.

Our '3Rs' and ACE Values underpin the expected behaviour in school and are displayed in every classroom and prominently around the school.

## The '3Rs'

1. I will **RESPECT**...

- Myself
- Other children
- Adults
- The school environment and everything in it

2. I will be **RESPONSIBLE** for...

- What I say
- What I do
- Following instructions

3. I will be **READY** to...

- Learn
- Listen
- Do my best

### **Behaviour Curriculum**

Positive behaviour reflects the values of the school, readiness to learn and respect for others. In order to create this purposeful environment, children will be taught what successful behaviour looks like and routines are used to define, teach and practise this expected behaviour. For example, children are expected to transition around the school and from the playground in a calm and orderly way with suitable adaptations in place for children who need support. 'Perfect Practice' weeks are held during the school year to reinforce expectations and give the opportunity to re-teach aspects to children.

### **Classroom Management**

All staff are responsible for setting the tone and context for positive behaviour within school and will complete the following actions in order to create and maintain a highly engaging learning environment where respectful relationships sit at the heart of classrooms:

- Greet each pupil as they arrive in the morning with a 'Morning greeting'
- Establish clear routines using the visual timetables to support
- Communicate expectations of behaviour through verbal and non-verbal means
  
- Conclude the day positively with all children, moving all on the zone board back to green
- Respond in a consistent and respectful way when behaviour does not meet expectations.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which contribute to promoting positive behaviour. These are as follows:

1. School Values and Classroom rules
2. Routines
3. Praise
4. Rewards

### **Classroom Rules**

Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.

Teachers ensure that classroom rules are always clear, comprehensive and enforceable. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “I will act respectfully towards my peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.

Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.

Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity.

Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

### **Zone boards**

Each classroom has a zone board to promote and encourage the expected learning behaviours in a consistent way across the school. This visual tool helps children to understand the behaviour that is expected of them and celebrates children working hard to make the right choices. Guidelines for using the zone board have been created by staff to support a consistent response, please see Appendix 3.

Where a child may be moved down the zone board, which is always linked to the 3Rs, it is key that where possible this child is given the opportunity to move back up the zone board relatively quickly and receives this positive reinforcement. At the end of the school day, all children move back to green and individual conversations between a member of staff may take place to reinforce this. This enables all children to leave school at the end of the day knowing the next day is a new start and any incidents have been dealt with and are rectified where possible.

Some children with additional needs and /or those impacted by trauma, will not be part of the class zone board. Some children may have an individual zone board, one used by the teacher or 1-1 teaching assistant. Some pupils may have a ‘Catch Me’ card to support recognition and reinforcement of positive behaviours.

For those pupils where a different approach is needed, this is documented on an Individual Behaviour Plan (IBP) that describes the personalised strategies and resources in place to support the child in meeting their individual behaviour targets. These IBPs are shared with parents, key staff and the pupil and are reviewed regularly.

### **Responding to good behaviour**

Acknowledging good behaviour encourages repetition and communicates the school community’s expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school’s culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture. Examples of rewards may include:

- Verbal praise
- Parents informed verbally
- Stickers on achievement cards
- Golden stickers
- Silver Stickers
- Moving up to the silver zone
- Moving up to the gold zone
- Stickers from the Senior Leadership Team

- House Points can be awarded to individual, groups or a class of children
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance, independence and resilience are encouraged.
- Praise is linked to our ACE school values

## **1. Sanctions and Responding to Poor Behaviour**

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. In some cases, in discussion with parents and SLT, in order to further monitor behaviour and support the child in making the right choices, they may be given a report card (see Appendix 2). This involves the class teacher reporting on the child's behaviour at the end of each lesson, which is then shared with SLT and the child's parents. The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, 19 has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Poor behaviour could result in a range of possible sanctions which may include:

- a verbal reprimand and reminder of the expectations of behaviour
- a loss of 5 minutes of play outside
- the setting of written tasks such as an account of their behaviour

- loss of privileges – for instance, the loss of a prized responsibility
- school based community service, such as tidying a classroom
- regular reporting
- suspension
- in the most serious of circumstances, permanent exclusion

Important features of consequences include:

- A focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind child";
- A message about what the child should do in future immediately after the misbehaviour;
- A focus on relationship building and repair;
- 'Shining a light' on the behaviour, trying to understand the trigger and being proactive in supporting the pupil;
- Sanctions appropriate to the behaviour;
- Looking for the possibility of praise after the sanction, to encourage more positive behaviour and move back up the zone board.

The school defines "Serious Unacceptable Behaviour" as any behaviour which may cause harm to oneself or others, damage property, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Bringing dangerous items e.g. knives, razors, vapes into school
- Any form of sexual harassment, including but not limited to:
- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

The purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low level disruption and talking in class
- Failure to complete classwork

- Rudeness
- Use of mobile phones without permission

“Unacceptable behaviour” may be escalated as “Serious Unacceptable Behaviour”, depending on the severity of the behaviour.

### **Challenging behaviour when children have additional needs**

- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment may be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or SEMH that may be contributing to the pupil’s behaviour.
- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place where possible from the school’s notional SEND budget.
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil’s needs, will consist of the following three stages:
  - Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.
  - Stage 2: Selected support – the support and interventions delivered using the school’s resources, led by the SENCO.
  - Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school’s SEND Policy. This could lead to the creation of an EHC plan.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, a Pastoral Support Plan may be created to outline the necessary provisions in place.
- The Head Teacher has the legal right to enforce a fixed-term exclusion
- The local pupil referral service may be contacted to offer support (including placement) to the pupil.
- When the pupil returns to the school from any exclusion or placement, the Head Teacher or a member of SLT and parents and carers will carry out a reintegration meeting.
- Where a pupil is identified as having SEMH difficulties, but a request for an EHC needs assessment is rejected, or has been approved but the implementation of an EHC plan fails to address the pupil’s behaviour, further sanctions, such as exclusion, could be considered.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.

The school will ensure that all punishments are reasonable and proportionate in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs and any SEND.

If a child is consistently struggling with their behaviour, then there is a severe behaviour clause, which is outlined below. Any child, who also displays severe behaviour, will fast track straight to the severe behaviour clause and by-pass other steps.



## 1.1 SEVERE BEHAVIOUR

Outlined below are the consequences for severe behaviour in the classroom or playground.

1. If a child reaches the final consequence they will be sent to Phase Leader, Assistant, Deputy and then Head Teacher for a discussion about their behaviour. They will explain what will happen.
2. If a child repeatedly reaches the final stage of the behaviour sheet, then the parents will be invited in to a meeting with the class teacher and the Phase Leader.

At this point a child may have an Individual Behaviour Plan written for them with clear targets and steps.

## 2. Removal from Class, Suspension and Exclusion

In a minority of cases following a severe incident, there may be a need to consider either a removal from class, suspension or permanent exclusion as an immediate consequence. A removal from class, suspension or permanent exclusion may also be considered when the range of interventions and consequences identified have not led to an improvement in a child's behaviour. This decision is made by the Headteacher, in conjunction with the Senior Leaders/Phase Leaders, or the Deputy Headteacher acting in the Headteacher's absence and adheres to the school's Suspension and Exclusion Policy.

Removal from class is where a pupil, for serious misbehaviour or disciplinary reasons, is required to spend a limited time out of the classroom (this will be for no longer than one day). This is deemed a serious consequence and is only considered once other strategies have been attempted. Children will be given a comfort break and opportunity to walk in the fresh air during the day. Parents will be informed the same day if their child has been removed from class.

It is vitally important that the home/school link is strong in supporting the school's behaviour policy and every effort will be made in enlisting the support of parents throughout the process.

### Behaviour categories

Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents, as outlined below.

Behaviour	Procedure	Sanction
<b>Category 1</b> Not following any of the school/class rules and expectations through unacceptable behaviour	Verbal reminder of correct behaviour Thinking time and take up time Praise, change of seats or task Use of zone board	<b>Stage 1</b> Verbal warning - zone board (orange) and 5 minute loss of break.
<b>Category 2</b> Repeating the above	Verbal reminder of the correct behaviour Praise, change of seats or task Use of zone board	<b>Stage 2</b> Zone board (red) and 15 minute loss of break. Phase leader informed and red card slip filled in for SLT.
<b>Category 3</b> Repeating the above 3 times in one week	Verbal reminder of the correct behaviour Praise, change of seats or task Discussions with the child regarding behaviour with the possibility of a report card system in place Teacher and parent conversation	Loss of a lunch time. Time with a member of SLT/phase leader and parents/carers informed. Red Card slip completed and sent to Senior Leadership Team. Child may be placed on report

		for 1 week or longer at Senior Leadership Team discretion.
<b>Category 4</b> Ongoing category 3 behaviour Damaging school or other people's property Unsafe behaviour Physical assault Inappropriate language Bringing items into school e.g. vapes / knives (list not exhaustive)	SLT informed Parents and carers informed via a phone call from SLT/phase leader Physical intervention must only occur where the safety of a pupil or other person(s) is at risk or there is damage to property and may only be carried out by trained staff	Children removed from class or playground. Possible period of lunchtime exclusion. Possible internal exclusion/fixed term or permanent exclusion.

\*Pursuant to Section 29A of the Education Act 2002 the Governing Board may direct a pupil off site for education.

School will follow the procedure set out in Appendix 1 except in the case of category 4 incidents.

### **Child-on-child abuse**

Child-on-child abuse can present in many forms such as verbal abuse, physical assault or online bullying and staff are trained to recognise the signs of such behaviour and report the incident following the school's procedures. Children are regularly reminded to use kind hands, kind feet and kind words in order to prevent incidents occurring. When an incident does take place, the child is moved to red on the zone board, consequences detailed above are actioned, parents are informed and the incident is recorded on the school system, Edukey. Parents of both parties are informed.

### **3. Bullying**

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. We are committed to supporting the victim and perpetrator of bullying and providing pastoral support and enhanced access to our nurture provision. Please refer to Hagley's Anti-bullying Policy for full details. Any incident of bullying is referred to the Headteacher and recorded.

### **4. Prejudice-based and discriminatory bullying including sexual harassment and sexual violence**

The school will ensure that any incidents of a discriminatory or sexual nature will be immediately reported to a member of the Senior Leadership Team. Incidents that discriminate against a child in terms of language or behaviour in line with the Equality and Diversity Plan, or Anti-Bullying Policy will lead to the following actions:

- The staff member will establish whether the child understands the language or actions that have been used;
- The consequences system is used at the staff member's discretion following this investigation;
- All incidents are logged, reported to the Headteacher and parents of both parties are informed;
- Incidents of sexual harassment or sexual violence will also be recorded on the school's safeguarding system, Edukey.

### **1.2 Behaviour Online and Cyber Bullying**

We understand that the way in which pupils relate to one another online can have a significant impact on the culture at school. As part of online safety lessons, we teach children that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity. The majority of online incidents occur outside of the school day and off premises and parents are responsible for this behaviour. However, where incidents have an impact on relationships within school, the Headteacher reserves the right to put in place appropriate consequences.

### **Behaviour outside of school premises**

Schools have the authority to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

### **Lunchtime Behaviour Policy**

This policy also outlines the action taken to encourage good behaviour at lunchtimes. It gives details of the rewards and sanctions used and how responsibilities are distributed.

Every adult who works in the school has a responsibility to enforce the Behaviour Policy. Communication between the Lunchtime Supervisors/ Play Workers and the class teachers is vital to ensure good and poor behaviour is being followed through appropriately and addressed. All Lunchtime Supervisors/ Play Workers have a notepad in which positive and negative behaviour can be recorded, where necessary. It is the responsibility of the Lunchtime Supervisor/ Play Worker to pass on these messages to the class teacher.

If a child behaves inappropriately during lunchtime they are either:

- **issued with a verbal warning, or missing 5 minutes of play then withdrawn from play if the behaviour is repeated**

or

- **withdrawn from play immediately if behaviour is Category 4.**

**All negative behaviour is recorded down in a Behaviour Notepad. This message is then given to the class teacher at the end of lunch who may need to action a sanction.**

- Children who have been withdrawn from play are required to reflect on their behaviour. Category 4 behaviour needs to be recorded then reported firstly to Lead Play Worker who will inform SLT. If required, children will then spend the rest of lunchtime with a member of SLT. SLT will decide on next course of action for Category 4 incident.
- All serious behaviour incidents are to be recorded on a red note by staff dealing with the behaviour incident.
- Any child who is moved to 'Red' on the Zone Board will be sent to SLT to discuss their actions.
- If a child persistently behaves inappropriately at lunchtime, a fixed term lunchtime suspension may be implemented.
- Trained staff will use physical intervention when the safety of children or staff is at risk or there is damage to property (Team Teach Positive Handling).

Lunchtime staff:

- Will speak to and investigate any behaviour incidents during lunchtime
- Implement sanctions when necessary, seeking advice if needed from the Lead Play Worker
- Will follow and implement behaviour categories with their discretion
- Supervise individual children according to lunchtime rota

Class teachers:

- Liaise daily with lunchtime supervisors and play workers and report any on-going concerns to parents and carers and the SLT.

SLT:

- Will monitor lunchtime incidents and implement support when appropriate.

Parents and carers:

- Will be sent this policy on an annual basis. Parents and Carers are expected to follow and support Hagley Primary School Behaviour Policy.

## **5. Restraint and physical intervention**

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'. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils, staff may need to take steps to intervene physically. In these circumstances, staff who have had the appropriate Team Teach training will follow the school's policy for dealing with such situations. Any parent wishing to view this policy (Positive Handling Policy) may do so on request.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving in a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe

incidents, such as violence or where there is an immediate risk of injury. Where physical intervention is needed, principles from staff training will always be applied.

Wherever possible, staff will ensure that an additional member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the calm down room and the pupil's parents and carers will be contacted – parents and carers may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes an exclusion.

### **The Calm Down Room**

The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as the calm down room.

The school will only move pupils to this room where absolutely necessary or if a child chooses to go there to self-regulate.

The school will ensure that pupil's health and safety is not compromised during their time in the calm down room, and that any additional requirements, such as SEND needs, are met.

## **6. Confiscation and searches**

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. The Headteacher, and in their absence another member of the Senior Leadership Team authorised by the Headteacher, 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 listed below.

List of prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or vapes
- Fireworks
- Pornographic images
- Vapes
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property of any person (including the pupil).
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The authorised member of staff may search the pupil's outer clothing, pockets, possessions or locker in the presence of another member of staff and the pupil. Any incident of a search of a pupil or their possessions is recorded on our school safeguarding system, Edukey.

## **7. Monitoring of behaviour**

The monitoring of behaviour takes place by the Senior Leadership Team. All incidents are recorded on the electronic recording system (Edukey). Regular analysis will highlight any children who are struggling to make the right choices independently, enabling support to be put in place to meet their needs. A summary of incidents is shared with the extended leadership team and Governing Body each term.

## **8. Staff Training**

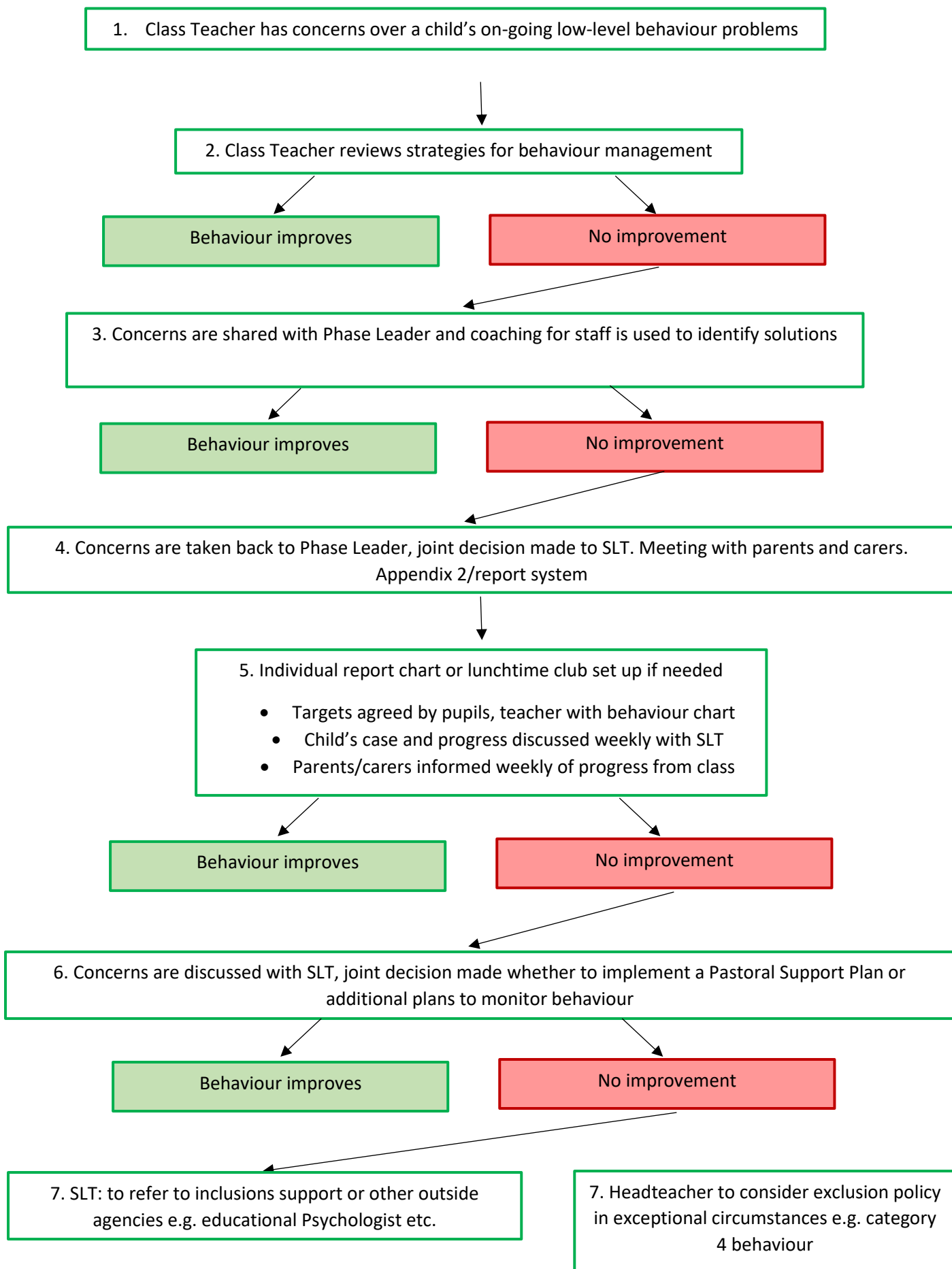
Staff training on Behaviour and Relationships takes place through the ECT programme and also for the wider staff team as and when necessary. At the beginning of each academic year, CPD led by the Senior Leadership Team, sets out the expectations for pupil behaviour. New staff to school have an induction which includes training on behaviour including the expectations and use of the zone board.

Thrive training further develops the skills and understanding of the staff team to be able to respond appropriately to dysregulated and distressed children.

Policy Written: October 2023

To be reviewed : October 2024

**HPS Behaviour Concerns Procedure**



**Report Card**

<b>Name:</b>		<b>Class:</b>		<b>Week commencing:</b>	
<b>My goal:</b>					
<b>My goal:</b>					

	8.45-10.30	Break	10.50-12.00	Lunch	1.00-2.00	2.00-3.10	SLT sign & comment	Parent to sign
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								
<b>Friday</b>								

This card will be completed by your teacher at the end of each lesson.



### Appendix 3 - Guidelines for using the zone board

**GOLD** Being in Gold means being a consistently outstanding role model. Children finishing in this zone are rewarded with a Gold sticker to celebrate their achievement

**SILVER** Making good choices and setting a good example ensure children move to Silver. Being recognised for their positive behaviour on the weekly Recognition Board ensures children move up.

**GREEN** Starting and finishing the day in Green throughout each day is positive, with children meeting the high expectations for behaviour in and around the classroom.

**AMBER** After a verbal warning a continuation of the behaviour will lead children to move into the Amber zone. This is a chance for the behaviour to change and for the teacher to catch them making the right choices. Children should aim to move quickly back to Green

**RED** Behaviour is unacceptable and the adult should speak to the child to find out where the behaviour is stemming from. Provide support where necessary and ensure your expectations are made clear, "To move back to Amber, I need to see you ..."

There may be occasions where a child is moved straight to Red due to the serious nature of the incident. This may include physical assault on another child, swearing, serious threats to harm and discriminatory and derogatory language (for example racist, transphobic, homophobic abuse or comments about appearance).

#### Link Class

Link class is used when children continue to display inappropriate behaviours despite warnings and 'shining a light' with them. This move to another class is an opportunity for the child to think and reflect on their choices, complete a 'Time to Think' sheet and begin the process of repair. Children may need to be supported through this using the VRFs. This move to link class is recorded on EduKey.