

Hunsbury Park Primary School

Behaviour Policy

Last updated: September 2022

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Statement of intent

Hunsbury Park Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

This policy sets out the framework for behaviour management across the school. It is designed to manage behaviour effectively through positive praise and rewards and create a positive culture and ethos where inappropriate pupil behaviours are less likely to happen. Consistency across the school is essential and this is reflected in all areas of the behaviour policy.

In school, we want all our children to feel safe, happy and excited to come to school. We expect excellent behaviour and good manners from all of our pupils all of the time. By following this policy, we create a safe and stimulating environment in which the children can thrive.

Our children are expected to follow the school rules and are praised for doing so. Good behaviour is recognised and rewarded first and when the rules are not followed, the children have to be able to accept the consequences of their behaviour choices. Hunsbury Park aims to empower staff by ensuring that teachers have responsibility over managing behaviours. Staff are therefore able to manage behaviour consistently and positively which helps our staff to build effective working relationships with all children. Staff are also responsible for recording behaviours as well as being part of professional discussions about individual needs of children.

Our behavioural policy is influenced by Paul Dix (Pivotal Education), writer of *When Adults Change Everything Changes*, where we ensure that we have first attention to best conduct as well as the use of scripted language.

At Hunsbury Park, we have high expectations of children's behaviour and we expect them to:

- Be ready, responsible and safe
- Try their best in everything they do
- Have the highest standards of manners and courtesy
- Have respect for other people, children as well as adults, and their beliefs and values.
- Look after the school environment
- Take responsibility for their own behaviour and conduct

To work collaboratively, we as staff:

- Respond in a calm and consistent manner
- Give first attention to best conduct
- Adhere to the behaviour policy consistently
- Trust, listen, give a chance, encourage, praise, and respect every child and each other
- Are positive and understanding
- Are a positive role model
- Ensure the safety and wellbeing of both children and members of the community

- Help children to understand and manage their feelings and emotions
- Provide a fun enjoyable place to learn

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Special Educational Needs and Disability Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

All staff can access CPD relating to understanding and managing behaviour. We have some members of staff who are trained in TEAM TEACH and many staff have received training in de-escalation strategies from Jogo Behaviour Support.

1. 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
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) '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'
- DfE (2022) 'Behaviour in Schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy: Pupils

2. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Behavioural Policy.

The SENDCo is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Implementing the policy

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Implementing this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCo.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Being a good role model for their children and following the code of conduct.

3. Definitions

For the purposes of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, 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 personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft

- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes 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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

At Hunsbury Park, we have high expectations of behaviour and when this is not adhered to then we use a staged approach to managing and issuing consequences. This allows children to understand and recognise the process so that they can make the correct choice. This model is used consistently across the whole school so that both staff and children are aware of the consequence procedure.

Throughout this approach, we believe that teacher intervention and empowerment is vital before escalating. Where possible, staff members will de-escalate and avoid further stages of the approach by having the power to move, swap, distract children from the behaviour present. We also ensure that the certainty of the consequence is paramount in any given situation, not the size. Where possible, teachers will carry out this consequence as we feel this empowers the teacher as well as it building a positive relationship between the teacher and pupil.

Scripted language is used consistently across the school to script difficult interventions as well as managing daily behaviours around the school.

Common examples that staff use at Hunsbury Park are: **I’ve noticed that... Be that as it may ... You need to ... You know the school expectations are to be ready, responsible, safe. I expect you to...**

This creates a consistent approach to behaviour across the school and it allows the children to be fully aware of the high expectations that staff set for them.

Staged Approach

1. Verbal Warning	<ul style="list-style-type: none"> • Discussion in private where possible • Teacher discretion to move children in class to avoid further escalation / consequences
2. Final Warning	<ul style="list-style-type: none"> • Final warning of inappropriate behaviour/actions previously displayed or new behaviour
3. Reflection time	<ul style="list-style-type: none"> • If the child's behaviour continues, they miss 5 minutes of their playtime with the class teacher • Where this is not possible due to duty, other year group teacher to wait with child for allotted time • Must be the succeeding playtime • Certainty is exerted here – children know that their teacher will follow the process through
4. Continued behaviour following on from stage 3.	<ul style="list-style-type: none"> • If impacting the whole class, child to be sent with their work to Phase Leader or member of SLT for the remainder of the lesson • If not impacting whole class, child to remain in class but they are still to miss the whole of next play with member of SLT • Child to miss whole of next playtime • One member of SLT available each play for this to happen • Phone call home and behaviour recorded on Arbor.
5. Removal from class	<ul style="list-style-type: none"> • If behaviour is then repeated in a following lesson, the child will be removed by a member of SLT • Child will then spend the remainder of the day working in isolation • Behaviour recorded again using Arbor and parents/carers contacted

This consequence process can be seen clearly on appendix 3. This document is also displayed in all classrooms so that teachers are managing behaviours consistently across the school.

Recording Behaviours

Arbor is used consistently across the school to record negative behaviours. At stage 4 of the consequence process, teachers or SLT will record the specific behaviours that resulted in the child receiving an extended reflection time and/or removal from the class. We track and monitor these behaviours in order to identify patterns in children's behaviours half termly and report them to the Governing body. We feel it is important to assess these behaviours so that

we can support the individual in making better choices. Here, teachers and SLT may decide that the recorded behaviours occur at specific times or for specific reasons and therefore individual needs will be considered (see below).

Individual Needs

We recognise that behaviour can be affected by circumstances both at home and school, and that for some children, managing their feelings, behaviour and making good choices can be very difficult. We will ensure that those children who may need additional help to manage their behaviour are given appropriate support.

Ongoing and persistent behaviours are monitored using Arbor. Upon consultation, SLT and the SENDCo may decide to intervene to identify the cause of the ongoing problems.

Both the teacher and SLT will identify the needs and targets will be set on an Achievement Chart in consultation with the SENCO. A Behaviour Strategy Plan (see appendix 2) will be written to ensure appropriate support is provided to minimise the impact of disruptive behaviours in school. This will be shared with all class staff and parents.

If necessary, SLT and the SENDCo will discuss if any external agencies are required to support the needs of the individual.

Zero Tolerance

At Hunsbury Park, we believe that some behaviours are unacceptable, and these are dealt with immediately by SLT.

These include but are not limited to:

- Spitting
- Physical fighting or aggression (including intimidation)
- Swearing
- Vandalism
- Bullying – both in school and online
- Racism
- Homophobic Abuse
- Persistent defiance and disruption
- Child on child abuse

Exclusion

In rare cases, and as a last resort the school is entitled to deal with the matter as a disciplinary issue under this behaviour policy. Any consequences that are applied will be reasonable, proportionate and fair and may include a fixed term or permanent exclusion provided it is compliant with the DfE's statutory exclusions guidance. Please see the exclusion policy for further details on this subject.

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 headteacher.

- 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 or 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 discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Lunchtimes

The Lunch time supervisors are leading an initiative called Be SMART at lunchtime. Posters are available to see around the school. It supports the lunchtime staff to recall the main messages for positive behaviour at lunchtime. (see appendix 4)

The same expectations will apply to lunchtimes, with the school expecting the same standards of behaviour. Stages 1-4 will be applied by lunchtime staff to ensure a consistent approach to managing behaviours.

In some cases, individuals may be targeted to have lunchtimes with the additional support of Learning Support Assistants.

If a child continues to lose minutes of playtime, either through in class or playground behaviour, the class teacher will decide when to involve senior staff and the child's parents. If appropriate and necessary, the child, their parents, class teacher and senior staff will discuss their behaviour and look at ways to work together to improve it. This meeting will be recorded and kept in the pupil's file.

5. Prevention strategies and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using consequences effectively and appropriately to improve pupils' behaviour in the future.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Team Teach techniques can be used by trained staff to effectively de-escalate challenging behaviours and create a positive working relationship with the children. As a last resort, a positive handling plan may also be used in specific circumstances in order to effectively manage individual behaviours (see appendix 3 for an example).

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. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second 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 headteacher and the pupil’s parent will be contacted – parents 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 headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Any incident where physical intervention has been required is recorded in the Bound and Numbered book, kept in the SENCOs office. Parents and any relevant authorities are informed as soon as possible.

6. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school’s procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment

will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-Free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Examples of prohibited items could be, but not limited to:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with the school's Positive Handling Policy.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct.

At Hunsbury Park Primary School, we believe respect to be at the centre of our Positive Behaviour Policy. Our three school rules (Our Behaviour Promise) are used to form the basis of the golden rules in every class. 3 clear school rules define our behaviour policy:

Be Ready

Be
Responsible

Be Safe

These are displayed in every classroom and are referred to when supporting children's behaviours. Children are expected to follow this code of conduct throughout the school in order to create a positive atmosphere which supports teaching and learning.

POSITIVE STRATEGIES TO SUPPORT THE CODE OF CONDUCT

At Hunsbury Park, we believe that positive praise for best and first conduct can motivate and inspire children to make the right choices. We use various rewards consistently across the whole school (see below) in order to encourage children to make good choices and aspire to succeed in their learning. This allows us to create a positive attitude and atmosphere around school where children can celebrate their achievements.

Hunsbury Park also ensure that negative behaviours are communicated consistently (please see below) with parents and carers. This allows for a positive working relationship with children, parents and carers.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any consequences for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

DAILY AWARDS

WHOLE SCHOOL INITIATIVE – House Points on the Dojo system

Positive behaviours are recognised daily by staff members at Hunsbury Park and attention to best conduct is at the forefront of this. Instant praise and recognition is important to us as we strive to ensure that children understand the positive approach they are taking.

At any given point during the day, children can be rewarded a house point on the Dojo system, for showing positive behaviours. This is a consistent approach that all teachers, staff and children are involved in across the school.

Examples of house points being awarded are, and not limited to:

Being ready first for the lesson

Showing perseverance

Being supportive to peers

Showing maximum effort

Showing exemplar behaviour towards the code of conduct

This can be related to both learning and behaviours and they are rewarded by all staff members. House points are displayed via the Dojo app in every classroom on the class white board so that positive behaviours are on show and children can actively show their success.

This collaborative approach from the children helps to build and maintain both an individual and a team ethos where their points go towards a class total. A class total is calculated and shared every week to the children so that they can see their positive contribution. A whole school display is used within school to clearly show all children the progress and success of each individual classes.

Other instant recognitions are also used across the school such as stickers on work and teacher comments.

WEEKLY AWARDS

Every week, some children are selected by staff members to win one of three awards. This is to show children at Hunsbury Park that their efforts are recognised continuously on a weekly basis. This is an approach adopted by all staff at Hunsbury Park so to ensure the children have a consistent reward for their efforts.

Golden Star – rewarded to an individual who has excelled throughout the week. This could be in any capacity, but they will have gone above and beyond the expectation.

The golden stars will then join the headteacher the following week for a hot chocolate / tea party.

Academic Award – rewarded for efforts or progress in an academic capacity e.g. particular progress in a subject area.

Behaviour Award – rewarded for someone who has shown exemplar attitudes towards the school code of conduct or school values

HALF TERMLY AWARDS

At Hunsbury Park, we recognise the continuous and relentless effort that some children continue to have across lengthy periods. We use a “Student of the Half Term” award where one particular child is selected by their class teacher for showing a persistent and model attitude and effort towards school life. This child will receive a “golden letter” from the Headteacher which will be sent home to parents and carers.

Class Awards

Whole class house points are counted up and the class will receive a reward for a given total. These will be:

500 points – an extra playtime

1,000 points – mufti day

1,500 points – Just Dance session
2,000 points – class tea party
2,500 points – DVD session
3,000 points – extra forest school session

House point Team Award

Each half term, totals will be collated for the houses and a team will be announced as a winner. The team will have a reward, such as an extra play in the MUGA with the headteacher.

PARENT/CARER COMMUNICATION

Throughout the behaviour process, we believe that effective communication with parents and carers is essential. Positive rewards are shared with parents/carers through many forms such as phone calls, emails, verbal and electronically through the Class Dojo app.

A “golden letter” from the Headteacher will also be sent home to the Student of the Half Term so that the children are able to share their success with their parents and carers.

10. Behaviour off school premises

Pupils, who attend Hunsbury Park School, must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-Bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Monitoring and review

This policy will be reviewed by the headteacher and Behaviour and Attitude lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2023.

HUNSBURY PARK PRIMARY SCHOOL



BEHAVIOUR STRATEGY PLAN

This plan forms part of the pupil's IEP.

PUPIL'S NAME: Child A

D.O.B:

DATE OF PLAN

May 2020

REVIEW DATE (review at least annually)

May 2021

Pupil's strengths and likes

- Individual workstation – outside the classroom
- Having adult 1:1 help
- Colouring sheets
- Helping adults with jobs
- Own calm box with chosen activities
- Drinks squash not water

Other information e.g. medical needs

-

TRIGGERS (include people, environment, activities, perceptions)

- Having to complete work
- Not feeling he is in control
- Having to end an activity he is enjoying, or transition between activities
- Different people or new staff in class
- Coming in from playtime
- Perceiving something is unfair
- External issues from home that cause upset and anxiety
- Being told "No."
- Dislike of specific children in class
- Sharing BSA support with others

Likely (negative) behaviours

- Leaving the room – will leave the building, has climbed outer fence and run home
- Will run around school building
- Encouraging other children to join in with him
- Refusing to acknowledge adult help and support
- Swearing, shouting, being rude or interrupting
- Throwing objects in anger/frustration
- Intimidates children in anger

MOST EFFECTIVE DE-ESCALATION STRATEGIES – highlight whichever apply:

Verbal advice and support	Reassurance	Calm talking /stance	Time out offered	Time to talk
Choices/limits/consequences	Distraction	Planned ignoring	Adult swap over	Visit Hive
Success reminder	Time out directed	Humour	Negotiation	Contingent touch
Consequences reminder	Massage		Other: offer to do colouring sheet at table outside class	

Key adults may be called upon, to support the child to ultimately prevent the need for positive handling or the need for continued physical intervention.

HUNSBURY PARK PRIMARY SCHOOL



POSITIVE HANDLING PLAN

Please ensure Behaviour Strategy Plan is followed before moving to a PHP.

KNOWN PHYSICAL RISKS TO ADULTS OR PEERS:

- Throwing Pencils or other equipment, usually off table as he goes past
- Will run away, leave the building and has climbed over outer fence

N.B. RISK ASSESSMENT identifies changes to routines and environment to help reduce risk.

PLANNED PHYSICAL STRATEGIES TO BE USED

Two adults should be present for any physical intervention listed

Bean bag hold

FOLLOW UP AND RE-ENTRY INTO SCHOOL STRATEGIES OR ACTIVITIES (e.g. time in calm room/ work outside class for a time/ time with other staff etc)

- Time to discuss issues later, as this can usually re-escalate the situation
- Time out of class, working in an office
- Make things right e.g. apology

SIGNATURES

Parent

Class teacher

SENCo

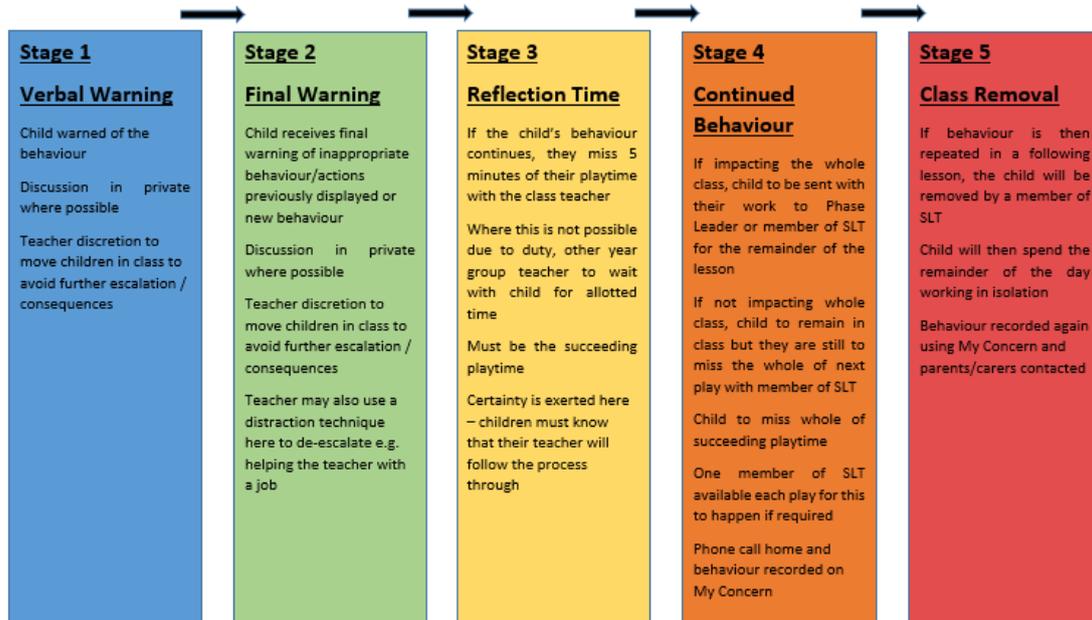
Headteacher

Date of PHP: May 2020

Review date: May 2021

Appendix 3 – Staged approach to behaviour

Staged Approach to Behaviour



Appendix 4 – Be SMART at lunchtime poster.

