

Handford Hall Primary School

Behaviour Policy 2025/26

SAY YES TO SUCCESS

Be resilient

Be focussed

Be curious

Be articulate

At Handford Hall Primary School we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of the school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

The Behaviour Policy includes policies on:

- Anti-Bullying Policy
- Positive Handling and Restraint
- Exclusion

Rights and Responsibilities

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Handford Hall we use a set of agreed standards that we have called 'Yes to Success'. In our school we work towards standards of behaviour that ensure our children are ready for, and sustain, an attitude which is conducive to learning. When children are following school rules and behaving in an appropriate way, we say that they are 'ready to learn'. Our expectation is that everyone in the school community aims to show this behaviour at all times.

Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm.

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

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We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents/carers have a responsibility in setting a good example as well as ensuring that the rules are followed.

Learning Behaviours

- Staff work to promote 'learning behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.
- Senior staff hold regular assemblies to revise with children what is meant by 'learning behaviours' and what this will look like.
- Class teachers discuss 'learning behaviours' with their pupils and ensure that the school rules and Yes To Success circles are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.
- Zones of Regulation are part of school practice .

School and Classroom Rules

Our Success Standards: **Be resilient, be focussed, be curious, and be articulate** are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of 'learning behaviour' expectations.

Whole School Behaviour Policy: Yes To Success

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The traffic light system allows for the following:

- A consistent approach that can be used by all staff
- Whole class reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



Ready to Learn



Stop & Think



Reminder/Home Contact

Praise

Our pupils are awarded with stickers and 'Success Tokens' for demonstrating one of the four appropriate learning behaviours. Accordingly, the children are rewarded with tokens depending on which of the four standards they have demonstrated. In addition, for those who are continually demonstrating the school's expectations, their name remains on 'Ready to Learn' throughout the day. These children are recognised as 'Pupil of the Week' in assemblies and through school newsletters, celebrating their success and appropriate learning behaviours.

Success Tokens

Children are awarded with a sticker in their sticker books: when they collect 10 stickers a token is placed in the class's 'Success/Marble Jar' (EYFS/KS1 – 20 marbles, KS2 - 25 marbles). When the jar has been filled, the class teacher organises a whole class reward as soon as possible. The jar is then emptied and the process starts again.

During weekly Behaviour for Learning Celebration assembly children receive certificates regarding their excellent Behaviour for Learning.

In-class Consequences

- Teachers use an array of least intrusive skills to redirect behaviour.
- If teachers decide to move a child's name to either 'Stop & Think' or to 'Home Contact' they must be clear with the pupil what they are doing wrong, and what the pupil can do to fix this.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils to make the right choices to move their card back to 'Ready to Learn'.

School rules

We follow instructions – we do as we are asked.

We are kind and considerate – we don't hurt others.

We respect other people – we don't tease or call names, swear, or hurt other people's feelings.

We try to be honest – we try not to cover up the truth.

We work hard – we don't waste our time or others' time.

We look after equipment and property – we don't waste or damage things.

Rewards

Praise

Tokens leading to certificates

Letter/phone call home

Class Success Reward

Marble Party

Consequences

Reminder (orange, if persistent red))

Second reminder, which may include a change of seating

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Third reminder - 5 minutes in another class to calm down.

Fourth reminder - A yellow card sent to the Headteacher/Senior Leader – a child continues learning under supervision (No Contact Supervision Time). Parents are contacted to attend a meeting with Headteacher/Senior Leader. Restoration sessions are part of our Non-Contact Supervision Time. The following morning child continues supervised learning until 1.00 pm.

Traffic light system is used consistently throughout a day by all staff. At the end of the week (Friday) Behaviour Overview sheet will be sent to the headteacher and analysed during SMT meetings.

Follow up and follow through with disruptive children.

We keep track of children's behaviour both inside and outside the class using the agreed Behaviour Tracking Sheet, which is called 'A Class Record of Consequences'. This tracks behaviour of children each day of the week recording how far through the stages they have gone during each day. These are sent to the Headteacher at the end of the week and if there is an emerging pattern of behaviour then action will result after discussion. This could include in the first instance seeing the child to explain the behaviour and/or bringing in the parent. This gives the child the message that we care and are concerned and do not give up easily. If a child is difficult and rude outside of classroom hours, then the teacher spotting this behaviour should follow it up. It is essential that the teacher follows up rudeness or unacceptable behaviour. Children must always be challenged when they display unacceptable behaviour. From time to time, it may be necessary to have special strategies for certain children. Advice will be sought and the special strategies adopted should be made known to the rest of the staff.

Stop and Think Warning

This provides the opportunity for a pupil to start making the right choices so they can move back to 'Ready to Learn'.

Staff look for opportunities to move pupils back to 'Ready to Learn'.

Reminder/Home Contact

Each time a child is given a reminder it will be recorded on the class Record of Behaviour. Four reminders will lead to No Contact Time. During No Contact Time, the children complete work set by their class teacher. All internal supervision sessions are recorded on CPOMs.

Parent / Carer meeting

This will include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the support of all staff working with the child. This plan will be in place for 2 weeks following internal exclusion.

Three 'no Contact Time' forms completed in one half term result in the strategy meeting with parents and school with a clear support plan and updated Risk Assessment.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard guidance, Statutory Guidance on School Exclusions (DfE).

Only the headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the

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headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, the parents are immediately informed, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the Local Authority, the Trust and the school's Governing Committee about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.

The Governing Committee has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they take into account the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

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- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of one of our schools
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff). Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Drug and alcohol related incidents

It is the policy that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought in. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified immediately. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed immediately.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will have a fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Multi Agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school

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- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Counselling provision
- Alternative curriculum provision
- Revised/bespoke timetable for a short period of time to support reintegration plan
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists
- Referral to alternative provision via the In Year Fair Access Protocol (IYFAP)

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self - control have been exhausted.

The school has taken account of advice provided by the DfE - Use of reasonable force: advice for headteachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of

injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way, which disrupts a school event or a school trip, or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- To prevent a pupil harming themselves or others through physical outbursts

Recording an Incident

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer.

Similarly, contemporaneous notes will also be made by all other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be sealed and dated.

The record will contain the following information:

1. The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
2. The name(s) of the child(ren) involved;
3. When and where the incident took place;
4. Names of staff and child(ren) who witnessed the incident
5. The reason that force was necessary;
6. Behaviour of the child(ren) which led up to the incident;
7. Any attempts to resolve the situation;
8. The degree of force used;
9. How it was applied;
10. How long it was used for;
11. The child's/children's response and the eventual outcome;
12. Details of any injuries suffered by either staff or child(ren);
13. Details of any damage to property;
14. Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
15. Details of follow-up including contact with the parents/carers of the child(ren) involved;

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16. Details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate

Debriefing arrangements

The child and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

The child will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The headteacher will be informed at the earliest possible opportunity of any incidents where positive handling was used. The headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances

Anti- Bullying Guidelines

What is Bullying?

The Governors, staff and pupils of Handford Hall accept the following definition of “bullying” taken from:

Primary National Strategy SEAL materials (2006)

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

- It is ongoing (not the same as a conflict between two equals or a random, unprovoked, aggressive act)
- It is deliberate
- It is unequal – it involves a power imbalance (this can result from size, number, higher status, being “different” or having access to limited resources)

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;

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- sexist or sexual bullying.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school, wherever possible, will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

Principles

Bullying happens in every school and the effects can be long lasting, sometimes devastating.

- We take bullying seriously in our schools and will not tolerate it.
- We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self- esteem.
- We also react to bullying decisively and consistently with appropriate sanctions. Children are not “bullies” or “victims”. Bullying is not a character trait but a set of behaviours.
- Even “perfectly nice” and popular children can use bullying behaviours on occasion. “Witnesses” to bullying also have a role to play.
- All “sides” in a bullying incident will be listened to calmly and with respect.
- We involve parents in our approach to preventing or addressing bullying behaviour.

Strategies

The schools take part in National Anti-Bullying Week through assemblies and PSHE lessons.

Children are provided with a clear message about bullying “TELL” – this is reinforced and encouraged by an empathetic, listening culture amongst the adults in the school.

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Adults are alert to bullying behaviours both inside the school and in the playground and address incidents immediately.

The Law

Our school endeavours to comply with the legal requirements placed on schools and the Governing Body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” (Education and Inspections Act 2006, section 89).

The school will exercise their legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Incidents may then be referred to the headteacher. Pupil voice is important at our schools and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time.

The Whole School Behaviour Policy also reinforces the school’s expectation as to how members of the school community should conduct themselves.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour

Strategies for Dealing with the Bully

We engage promptly with parents to ensure their support and involvement and then go through a series of stages;

- Restorative justice approaches are taken if possible
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim

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- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- One to one parental interview, parental support and involvement
- Self-assertive strategies discussed

Allegations of Abuse Against Staff and Other Adults Working in the School

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The school has a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, the school has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997. 16

The disciplinary action taken against a pupil may include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Monitoring and Review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

Strategies to help children to always be 'Ready to Learn'

It is important that children recognise that they can play an important role in supporting children to demonstrate learning behaviours. Children need to feel that the teacher has dealt with them fairly

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and that they have given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring for short period of time.
- Tactical pausing (Pause, emphasises attention and focus).
- Non-verbal cueing (A clear, discussed cue that gives message).
- Name reminder (Integrate name into teacher talk).
- Proximity praise (Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour).
- Behavioural direction

Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.

- Rule reminder

Could ask a question 'What is our rule for.....?'

- When.....then.....

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- Partial agreement

Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....

- Stuck record

I would like you to..... The rule is.....

- Direct questions

'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.

- Directed choices

Within known rules or routines - refer back to rights roles and responsibilities.

- Assertive comment / direction / command