

# Hannah Ball School

Together we Inspire, Aspire and Achieve



## Behaviour Policy

**Approved by:** The Full Governing Body

**Date:** Autumn2023

**Next review due by:** Autumn 2024

### School Motto

The school motto encompasses the most important reasons why the children come to school '**Together Inspire, Aspire and Achieve**'

Alongside the school motto, there are five school values which reflect the ethos of the school:

- Honesty
- Kindness
- Respect
- Responsibility
- Resilience
- Curiosity

These are taught explicitly in lessons and assemblies. They are demonstrated in all aspects of school life and it is expected that everyone within the school community adheres to these values.

### School Ethos

At Hannah Ball School, we aim to create a positive learning environment where everyone feels safe, valued and respected. We believe that excellent behaviour is key to enabling all of our pupils to achieve their full potential. Our approach is consistent and appropriate. Triumphs and successes are recognised, positive praise is used to encourage everyone to do their best and consequences are clear and consistent.

### Aims

- To provide a calm, safe learning environment for children where they feel secure and happy
- To be consistent in our whole school approach to behaviour
- To promote self-regulation
- To promote respect and kindness for themselves, others and for their environment
- To develop assertiveness, responsibility and a caring attitude to one another

### **Hannah Ball's Golden Rules**

We all have a shared responsibility to manage the behaviour of our pupils by promoting and modelling appropriate behaviour as well as ensuring that a consistent approach is taken by the whole school community. We do this by following three very simple rules:

**Ready**  
**Respectful**  
**Safe**

We want our learners to be **ready** to learn, to be **respectful** of each and to feel **safe**.

### **Achieving our aims**

Everybody in the school community must take collective responsibility for the promotion of positive behaviour at Hannah Ball School.

### **General Principals**

Positivity is at the heart of behaviour management and here are the approaches that underpin this policy:

- o All staff notice and praise good behaviour
- o Use positive reinforcement – praise the behaviours you want to see
- o Use specific and targeted feedback to encourage and model
- o All staff praise and reward behaviour that goes 'above and beyond'
- o All staff model respect, kindness, politeness and consideration for children and for each other
- o Staff share with pupils and each other, positive comments from people outside of school
- o All staff will share positive comments about children with each other
- o There should be consistent use of positive reinforcement 'I am pleased to see....working quietly', 'I have noticed...ready to learn'.

Behaviour is often a form of communication and where it may be deemed that a pupil's misbehavior may be linked to them suffering, or being likely to suffer, significant harm we will follow our child protection and safeguarding policy which is based upon and references Keeping Children Safe in Education 2023.

### **Rewards**

- **Verbal Praise** for following guidelines, golden rules, effort and achievement
- **House points** issued for academic work, good contributions, teamwork, contribution to the school community and upholding the school values.
- **Star of the Week award** for academic achievement, when a child has achieved a target or outstanding learning/progress and the teacher would like this communicated home
- **Head Teacher Award (Celebration Assembly)** given for outstanding progress, effort or behaviour
- **Star of the term** Two children from each class are chosen for consistently good behaviour each term

### **Consequences**

- o Staff will apologise when they have made a mistake
- o All staff respond to poor behaviour in a deliberately calm way – staff will correct all poor behaviour in private

- o Consequences – the immediacy is more powerful than the weight of the consequence
- o Consequences – 3 minutes (EYFS/KS1) – 5 minutes (KS2) which is used as a restorative meeting
- o Consequences - for serious incidents an investigation needs to be completed as soon as possible, logged onto CPOMS and a member of SLT alerted
- o If children are sent to the head or deputy headteacher, or any other member of staff, they will undertake a restorative meeting which will take place alongside the member of staff

### **Time to talk/Restorative approach**

Within a 3 minute (EYFS/KS1) or 5 minute (KS2) consequence, a **restorative meeting** takes place, followed by a short, **diligent follow up**.

In some cases, intervention strategies will be put into place to support those pupils that struggle to meet our behavior expectations. Members of our Senior Leadership Team (SLT) and Wider Leadership Team (WLT) will provide support and mentoring if required.

**Escalation process if low level disruption continues** after positive reminders and modelling, pupils may be supported by:

- o Moving places within the classroom, possibly to a separate table so that they can refocus and continue with their work
- o Moving them to a middle room (ie into an adjacent room to the classroom) to work in isolation for a short period time
- o Removing them from the classroom for a fixed period of time to refocus (KS1 = 3 minutes refocus time, KS2 = 5 minutes refocus time)
- o Removing them from the classroom to work in another classroom

### **Escalation process if behaviour support is needed**

- o Staff will call for a key Stage leader
- o Staff will seek support from another member of the Wider Leadership Team
- o Staff will seek support from the Senior Leadership Team

### **Serious Incidents and Procedures (including exclusions)**

Serious incidents are dealt with by using the procedure above. (Full investigation, logged onto CPOMS, reported to SLT). Once all the facts have been established an individual consequence will be decided upon depending on the seriousness of the incident, the specific needs of the child, and whether this is repeat behaviour. Please see appendix 1 for further details.

Parents will be informed by phone call and given the opportunity to discuss behaviour with the head teacher or senior member of staff. Three such meetings within a half term may result in a fixed term suspension. An internal or external fixed term suspension can only occur if the behaviour is of a serious nature and if all other avenues have been explored.

In very extreme cases, where there has been a serious breach, or persistent breaches of the school's behaviour policy, and where allowing a child to remain in school would seriously harm the education or welfare of the pupil or others in the school, the headteacher may decide to permanently exclude. If such action is required, then the school will follow the September 2022 statutory DfE suspension guidance and the headteacher's decision will be reviewed by the governor pupil discipline committee.

### **Examples of serious incidents**

Some of the following may also include online behaviours

- o Threatening language
- o Violence/abuse
- o Theft
- o Vandalism
- o Racism/homophobia
- o Persistent bullying
- o Physical aggression or swearing to any member of staff or community
- o Child on child sexual violence and sexual harassment

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. We provide regular PSHE and circle time opportunities as well as assemblies, ELSA support groups in which children are reminded who they can approach for support.

### **Equality and SEND**

Hannah Ball School believes that all members of the school community should feel free from discrimination and adheres to the Equality Act (2010). The school also recognises its legal duty to make reasonable adjustments for pupils with special educational needs and disabilities. We also recognise that some children may need more support than others to manage and change their own behaviour due to a range of other factors e.g. close family death. We recognise that these children may require a more sensitive and differentiated approach. In these instances, these children will have an individual behaviour plan which may include some or all of the following:

- Regular home/school communication
- Additional targeted work on behaviour
- Identified SMART targets on provision map
- Risk assessment
- Support from outside agencies e.g. Woodlands PRU, Educational Psychologist

Behaviour incidents are recorded within CPOMS and staff look for patterns of behaviour to ensure that one particular group isn't more affected by this policy than other groups. These patterns are analysed and then reported to governors on a termly basis.

### **Positive Intervention/Positive Handling**

Our policy on positive intervention/positive handling complies with LA guidance: 'The Use of Force to Control or Restrain Pupils' November 2007. This policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/ herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention are appropriately trained through Team Teach. It is our school's policy that there should be at least one other member of staff present,

where possible, if it becomes necessary to use positive intervention/positive handling. Such events are recorded and signed by a witness in a bound and numbered book.

### **Physical Search**

Pupils are forbidden to bring any illegal substances into school, including alcohol, tobacco, e-cigarettes, drugs (for non-prescribed medicinal use) weapons, items that may cause physical harm, fireworks, stolen items and pornographic images. Only the headteacher or a member of staff authorised by the headteacher, have the right to search a bag (and confiscate) if they believe such items are present.

Please see the link to the DofE’s Searching, Screening and confiscation document.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### **Malicious Accusations against staff**

Disciplinary action will be taken against anyone who is found to have made malicious accusations against school staff.

### **Communication**

Parents and Carers will be informed of positive behaviours through certificates, letters and postcards home. All initial communication about behaviour takes place between the class teacher and the parents/Carers. If behaviour is unacceptable i.e. lunchtime exclusion parents/carers will be contacted and invited where necessary to meet with the Team Leader and classteacher. Serious behaviour issues i.e. those that lead to internal exclusion will lead to the parents being invited to meet with the Deputy/Headteacher. Very serious behaviour issues which lead to external exclusions will be dealt with regard to current Government Guidance

### **Anti-bullying and E-safety**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include

<b>Type of Bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice- based and discriminatory, including; <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered )sexist)</li> <li>● Homophobic / biphobic</li> <li>● Transphobic</li> <li>● Disability – based</li> </ul>	Taunts, gestures, graffiti or physical abuse based on a particular characteristic (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material,

	sexual gestures, unwanted physical attention, comments about sexual reputation of performance or inappropriate touching
Direct or indirect verbal	Name-calling, Sarcasm, spreading rumours, teasing
Cyber – bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Hannah Ball School has a zero tolerance to all forms of bullying and takes incidents very seriously. Children are taught to recognise bullying and how to keep safe online through the curriculum and assemblies. Incidents/sanctions relating to bullying will be dealt with under the behaviour policy. Please see our anti bullying and e-safety policies which are available on our website.

**School trips/ out of school**

When on school trips pupils are expected to be in school uniform and follow our school values and behaviour policy at all times. The same rewards and consequences will also apply.

When travelling to and from school in their Hannah Ball uniform, children are also expected have excellent standards of behaviour.

**Links to other policies and documents**

1. Anti-bullying Policy
2. Home-School Agreement
3. Internet usage / e-safety policy
4. Staff Code of Conduct
5. Governors’ Code of Conduct
6. Child Protection Policy
7. SEND Policy
8. Equalities policy

## **School Handbook Appendix 1.**

### **House Tokens**

Physical tokens are given either individually or as a team for showing positive behaviour that reflect the school values of **Honesty, Kindness, Respect, Responsibility, Resilience and Curiosity**.

It is expected that staff will use their professional judgement when giving house tokens so that the children learn that they receive a reward for excellent standards of work, effort or behaviour that go above and beyond expectations.

House tokens are used to encourage a sense of team and to encourage the pupils to understand that as individuals they have a collective sense of responsibility and belonging. At the end of each week the house tokens are counted and announced in the celebration assembly and through the weekly newsletter.

Tokens are then accumulated as a house colour and a mufty day is used as a reward each half term, with a trophy given out at the end of each year.

### **Staff Procedures for dealing with serious incidents**

If you see or an incident is reported to you, you must:

- De-escalate the situation (which may include having children in separate areas) to ensure everyone stays safe
- Record a factual record of what was seen/heard on CPOMS
- The child or children involved in the incident must be given the chance to say or write down (or dictate) their version of events
- Any witnesses, including pupils, visitors and staff members must be asked to write down what they saw or heard
- The CPOMS report must include actions that you have taken. This must be shared with a member of SLT
- SLT will then decide the next course of action and record it onto CPOMS
- Parents will be informed either by a meeting or a phone call the same day



### Playground etiquette

- There should be no fighting or violent games – this includes play fighting
- Children should respect lines and boundaries at play and lunchtimes
- Children are not allowed on the bank- it may be used at certain times of the year with permission
- Children should not climb on benches or the sheltered areas
- Apparatus should be used with care and respect
- Children should not come back into the building without the permission of an adult
- All adults to be treated with respect
- At the end of playtime a whistle is blown, KS1 & KS2 stand still. There is then a second whistle which indicates they line up without talking.
- When playing sports or games with others children should abide by the Fair Play 5 Rules:

#### KS1

1. I play friendly games.
2. I invite others to join in with my games.
3. I congratulate others when they have done well.
4. I am kind to people.
5. I am a good sport.

#### KS2

2. I always listen to the referee or umpire and accept his or her decision without arguing.
3. I always cheer on all of my team members in a positive way.
4. If we win or lose I thank or congratulate the other team, and shake their hands.
5. I always play to the rules.
6. I am always polite to everyone I play with, including the opposition!