



**The Park Federation Academy Trust
Hannah Ball Academy**

**Positive Behaviour Policy inc.
Anti-Bullying
2026-2027**

Approval

Approved and Signed by Principal	Lorraine Machingauta
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Section 1: Introduction

At Hannah Ball Academy, we are committed to fostering an environment of mutual respect and cooperation. We view our Academy as a vibrant community where both staff and pupils work collaboratively, ensuring that everyone's views are valued and respected.

We firmly believe that high standards of behaviour are fundamental to the success of our Academy. These standards enable:

- All pupils make the best possible progress in their academic and personal development.
- All staff to teach effectively and promote positive learning experiences without undue interruption or harassment.

Our behaviour policy is designed to create a supportive learning environment that meets the individual needs of each member of our community while promoting the development of strong working relationships. We value and celebrate achievements of every kind—academic and non-academic—recognising that every member of our Academy should have an equal opportunity to succeed and reach their full potential.

Section 2: Vision

At Hannah Ball Academy, our motto, “Together Inspire, Aspire, and Achieve,” encapsulates the core reasons why our pupils come to school. It serves as a guiding principle for our community, fostering a culture of collaboration and ambition.

2.1 School Values

We uphold six fundamental values that reflect our ethos:

1. Honesty
2. Kindness
3. Respect
4. Responsibility
5. Resilience
6. Curiosity

These values are explicitly taught in lessons and assemblies, and they are demonstrated in all aspects of school life. We expect every member of our school community—pupils, staff, and parents—to adhere to these values, reinforcing a culture of mutual respect and support.

2.2 School Ethos

At Hannah Ball Academy, we strive to create a positive learning environment where everyone feels safe, valued and respected. We believe that excellent behaviour is essential for enabling all pupils to reach their full potential.

Our approach to behaviour management is:

- **Consistent and Fair:** We apply our behaviour expectations uniformly across the school to ensure fairness and clarity.
- **Recognition of Success:** We celebrate triumphs and successes, using positive praise to motivate and encourage all pupils to do their best.
- **Clear Consequences:** We establish clear and consistent consequences for behaviour, ensuring that pupils understand the expectations and the results of their actions.

By fostering these, we aim to cultivate a supportive and enriching environment that empowers every pupil to thrive.

Section 3: Aims of the Policy

At Hannah Ball Academy, the aims of our behaviour management policy are to:

1. Create a space where all pupils feel secure, happy, and ready to learn, enabling them to thrive academically and socially.
2. Foster a unified approach to behaviour management that is understood and implemented consistently by all staff members, ensuring fairness and clarity for pupils.
3. Encourage pupils to develop the ability to manage their emotions, behaviour, and learning, fostering independence and resilience.
4. Instill a culture of respect and kindness towards oneself, others, and the environment, promoting positive relationships within the school community.
5. Empower pupils to take responsibility for their actions and decisions, while encouraging them to support and care for one another.

3.2 Expectations and Standards

At Hannah Ball Academy, we expect all members of our school community to demonstrate behaviour that aligns with the school's aims and rules. Our approach to promoting positive behaviour is based on the following principles:

1. **Setting a good example:** We promote our values by modelling appropriate behaviour, recognising and celebrating pupils' good behaviour, and providing positive encouragement and specific feedback.
2. **Partnership with parents:** We believe in the importance of collaboration with parents to promote our school ethos and resolve any difficulties that may arise. Open communication is key to this partnership.
3. **Rewarding positive behaviour:** We actively reward behaviours that reflect our school's ethos and values. Our reward systems include:
 - House points and stickers for individual achievements.
 - Class ticks for collective efforts.
 - 'Star of the Week' certificates are awarded during weekly assemblies to reinforce desirable behaviours and demonstration of our values.
4. **Addressing undesirable behaviour:** Undesirable behaviour is addressed consistently and fairly. We engage pupils in a reflection about their choices using supportive language.
5. **YOYOB:** Our clear You Own Your Own Behaviour system outlines behaviour choices and corresponding consequences, ensuring transparency and predictability.
6. **Agreed ways of working:** Charters outlining agreed ways of working are displayed in classrooms and throughout the school, and discussed in age-appropriate ways. Parents are informed of the rules through the school planners, start of the year meetings, and school newsletters.

Section 4: Behaviour Management Guidelines

At Hannah Ball Academy, our intention is for every pupil to learn from their own experiences, as well as those of others, to make informed and responsible choices regarding their actions and behaviours. Our primary focus is on positive recognition and reinforcement.

Graduated Response Framework

We implement a graduated response framework, which is essential for addressing behaviours that deviate from our accepted values and expectations. This framework is activated when a pupil, despite receiving appropriate teaching, guidance, reminders, and warnings, chooses to act contrary to our behaviour expectations.

Emotion Coaching Approach

We utilise an Emotion Coaching style of discussion and reflection with pupils. This approach encourages us to explore the reasons behind certain behaviours and collaboratively discuss potential solutions.

It is important to note that it is rare for pupils to progress through all the steps outlined in Appendix 1. Behavioural discussions are conducted to help pupils recognise poor choices and encourage them to make positive changes by considering the impact of their actions on themselves and others.

Personalised Support for Additional Needs

In instances where a pupil has been identified as having additional needs, our application of the graduated response approach may be adapted and personalised. This will be done with the full support of school staff and, when necessary, in consultation with external professionals who have a comprehensive understanding of the pupil's needs.

Joint Observations and Support Plans

If a pupil continues to struggle with adhering to school values, a joint classroom observation will be conducted by the class teacher and a member of the Senior Leadership Team (SLT). Following this observation, a Behaviour Target Card may be issued, and if required, a Pastoral and Behaviour Support Plan will be developed. Parents will be invited to discuss this plan with their child and the class teacher.

Section 5: Communication

Effective communication with parents is essential for supporting our behaviour management approach. The following protocols are in place:

1. Informing parents of sanctions

Teachers must keep parents informed about any sanctions given to their child due to poor choices. This communication should ideally occur in person at the end of the day, through a phone call, or via a note in the pupil's diary, as appropriate.

2. Addressing concerns

For concerns related to Step 2 or Step 3, a meeting or conversation via the phone should be arranged with the class teacher or member of the Senior Leadership Team (SLT). For concerns related to Step 4, a meeting or conversation via phone should be arranged with the SLT member.

3. Serious concerns

If there are immediate serious concerns or if issues persist, a designated group should be informed via email. This group includes the Principal, Vice Principal, SENCo, and Designated Safeguarding Lead. A support plan can then be developed, involving parents in the process.

4. Encouraging parental involvement

We actively encourage parents to discuss any concerns regarding behaviour with the relevant class teacher or a member of the SLT. Each pupil has a school diary for parents to communicate concerns, or they can contact the school directly or speak to the Senior Leadership Team at the start or end of the school day.

5. Logging behaviour choices

Teachers must log all instances of poor behaviour (Step 2, 3 or 4). These entries are analysed by Senior Leaders, who may initiate follow-up actions, such as setting up a behaviour target chart. If a pupil is placed on a chart, specific targets are established, and a member of the Senior Leadership Team, with the class teacher, will regularly review the chart to support the pupil in making better choices.

Section 6: Supporting Children with Social, Emotional, and Mental Health Needs (SEMH)

Pupils may experience social, emotional, or mental health needs due to a variety of factors, including early childhood experiences, environmental influences, inconsistent parenting, bereavement, and bullying or discrimination. Identifying these needs is crucial and will be carried out through various school systems, including:

- Regular analysis of behaviour logs to identify recurring patterns that may indicate underlying issues.
- Implementation of tailored positive behaviour plans for pupils whose behaviour presents challenges over an extended period.
- Allocation of a learning mentor and/or provision of 1:1 support to address individual needs.
- Referral of pupils to participate in social skills groups aimed at enhancing interpersonal skills.
- Referral to the Emotional Literacy Support Assistant (ELSA) for targeted emotional support.
- Referral to Pupil Referral Unit (PRU) for additional assistance with behavioural challenges.
- Referral to the Educational Psychologist or other relevant external agencies as needed.
- Referral to the Mental Health Support Team (MHST) for specialised mental health support.
- Utilisation of Multi-Agency referrals or Early Help referrals to access support from the Local Authority or to facilitate a multi-agency approach, such as Team Around the Family.

Section 7: Recognising Positive Behaviours

At Hannah Ball Academy, we have established a variety of systems to recognise and celebrate pupils' effort, attitude and behaviour. These initiatives are designed to foster a positive school culture and encourage all pupils to strive for excellence. The following recognition systems are in place:

1. **Issuing stickers:** Pupils receive stickers for demonstrating positive behaviours which they can proudly display.
2. **Good work recognition:** Pupils are encouraged to present their exemplary work to the Vice Principal or Principal, providing an opportunity for additional praise and recognition.
3. **Star of the Week certificates:** Certificates are awarded during our Friday assembly to highlight pupils who have excelled in various areas, reinforcing the importance of positive behaviour.
4. **Principal's Award:** These are given throughout the year in recognition of pupils that are displaying our values at all times.
5. **Communication with parents/carers:** Notes are sent home in diaries to inform parents/carers about their child's good behaviour, fostering a partnership in recognising achievements.
6. **End-of-Day praise:** Teachers take the time to praise pupils in front of their parents at the end of the day, reinforcing positive behaviours and encouraging continued effort.
7. **Whole class rewards:** A class tick chart allows for collective recognition; when the class accumulates 50 ticks, they earn an agreed-upon class reward, promoting teamwork and collaboration.
8. **Whole school house points:** Pupils earn house points for positive behaviours, contributing to their house's overall score and encouraging a sense of community and friendly competition.
9. **Individual house points:** As well as collecting house points for their team, once a child individually achieves 100 house points within a half term, they are given a certificate.

Section 8: Managing Inappropriate Behaviours

The **YOYOB Chart** (You Own Your Own Behaviour) is a structured system designed to give pupils the opportunity to make appropriate choices at each stage, thereby avoiding more serious consequences. The consequence steps are as follows:

1. **Look:** This is a discreet prompt from an adult indicating that certain behaviour is inappropriate and needs to stop.
2. **Step 1: Warning:** This is a verbal warning to indicate that certain behaviour is inappropriate and needs to stop.
3. **Step 2: Missing Break time with their class teacher**
4. **Step 3: Lunchtime Reflection with the Vice Principal**
5. **Step 4: Meeting with the Principal**

Implementation of the YOYOB Chart

We employ the idea that each day is a new start. All children will begin the day on the 'Ready to learn' step. If rules and expectations are followed during the day, then children can move their name up to 'great', 'brilliant' or 'superstar' and will receive house points as rewards at the end of each day. If students are not following rules or expectations, then they will move their name down the chart, according to the behaviour.

- **Low-Level Misbehaviour:** Pupils engaging in low-level misbehaviour, which impacts their ability to work effectively, are asked to move their name down on the YOYOB Chart. It is essential to communicate clearly to the pupil why their name has been moved down the chart and what desired behaviour choices they should adopt. Notably, pupils cannot move up the chart even if they correct their behaviours during the day but house points can still be received. The chart resets the following day.

- **Reflection Time:** All pupils receiving a step 2 or above will meet with an adult to discuss their behaviour and explore better choices. Pupils will complete a reflection sheet, which an adult will review with them. This process encourages pupils to reflect on their actions, understand the implications of their behaviour, and recognise why it is inappropriate. Initially, pupils will propose their own consequences, which will then be discussed and finalised with the adult, ensuring they align with suggested consequences outlined on the Steps Grid.
- **Record Keeping:** At Step 2 or above, pupils' choices and follow-up actions are recorded daily on a spreadsheet. This log sheet is shared with the SLT for analysis and follow-up. This analysis helps identify patterns that may indicate whether a pupil would benefit from specialist support, such as SEND provision or input from a family support worker.

8.1 Bullying

The school has a separate policy on Anti-Bullying. This details the definition of bullying and outlines the school guidelines for dealing with incidents. Alleged bullying and Bullying logs are kept in the Academy.

Section 9: Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the educational opportunities provided. The Government supports headteachers/principals in using exclusion as a sanction when warranted; however, permanent exclusion should only be considered as a last resort. This action should be taken in response to a serious breach or persistent breaches of the school's behaviour policy, particularly when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school community.

Reintegration Strategy

Hannah Ball Academy is committed to ensuring a robust strategy for reintegrating pupils who return to school following a fixed-period exclusion. This strategy will also include measures for managing their future behaviour to support a successful transition back into the school environment.

Educational Provision During Exclusion

All children have a right to an education. Therefore, Hannah Ball Academy will take reasonable steps to set and mark work for pupils during the first five school days of their exclusion. From the sixth day onward, alternative provision must be arranged to ensure continuity in their education.

Notification of Exclusion

In the event that Hannah Ball Academy decides to exclude a pupil, we will notify parents promptly regarding the following:

- The reasons for the exclusion.
- The duration of the fixed-period exclusion or, in the case of a permanent exclusion, confirmation that it is permanent.
- Parents' right to make representations about the exclusion to the Academy Council, including how the pupil may be involved in this process.
- Instructions on how to make any representations.
- Information regarding the legal requirement for the Academy Council to consider the exclusion, including parents' rights to attend the meeting, be represented at their own expense, and bring a friend.

Fairness and Non-Discrimination

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty to ensure that they do not discriminate against pupils based on protected characteristics, such as disability or race. Particular consideration should be given to the fair treatment of pupils from groups that are vulnerable to exclusion.

Section 10: Collective Responsibility

As part of a cohesive community, it is essential for all members to recognise their responsibilities in ensuring that everyone feels valued and supported. This includes children, staff, and parents, all of whom should be aware of the positive impact their actions and comments can have on the smooth running of Hannah Ball Academy.

Strategies for Fostering Collective Responsibility

We achieve this collective responsibility through various means:

- **Effective communication:** Open and respectful communication among all members is vital. We encourage everyone to share any worries or concerns they may have.
- **Active listening and support:** We listen to concerns and strive to support each other in the best way possible. When necessary, we seek additional support from others to address these concerns.
- **Core values and conduct:** Key messages about respectful conduct and the core values expected from all members of our academy are consistently communicated through assemblies, circle/reflection time and PSHE lessons.
- **Positive role modelling:** All staff members model positive behaviours and actions, actively encouraging and praising pupils when they display these qualities in their everyday interactions within our community.

9.1 Commitment to a Supportive Environment

We share a collective responsibility in creating an environment where everyone feels valued, listened to, and supported. This goal can only be achieved through collaboration and a consistent approach, helping and supporting everyone to reach their full potential.

Appendix 1: Steps Grid linked to the YOYOB class chart. These are examples of inappropriate behaviours but are not exhaustive.

STEPS	
Step 1 - Warning <i>Class teacher level</i> Poor classroom etiquette e.g. calling out, not focusing on work. Being unkind to peers e.g. name calling in friendship contexts. Not completing work in lessons. Not moving sensibly around the school e.g. running in corridors.	Step 2 <i>Break time Reflection with the class teacher</i> Repetition of Step 1 behaviours. Disrespectful attitude shown to any adult. Lack of adherence to routines set for the year group e.g. lining up, walking out of class. Poor etiquette off site e.g. school trips, outside the gates. Loss of temper.
Step 3 <i>Lunchtime Reflection with the Vice Principal</i> Repetition of Step 2 behaviours. Damaging school property. Deliberately harming another person, including fighting. Undesirable language, not including racist language, e.g. swearing and derogatory language.	Step 4 <i>Principal Level</i> More than one instance of step 3 behaviours. Stealing. Bullying, including online. Undesirable use of online platforms. Racist or homophobic language.

Appendix 2: YOYOB chart for class display

	Superstar 3 house points
	Brilliant 2 house points
	Great 1 house point
	Ready to learn
	Look 
1	Warning
2	Break time Reflection with class teacher
3	Lunchtime Reflection with Vice Principal
4	See Principal