Hemblington Primary School

Positive Behaviour Procedures

Statement of Intent

Hemblington Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We encourage our learners to be ambitious for themselves and for others, as we challenge and support them in questioning the world and in finding solutions.

The school has four simple rules 'Be Ready, Be Responsible, Be Respectful and Be Resilient', which can be applied to a variety of situations and are taught and modelled explicitly. Our Behaviour Blueprint is clearly displayed around the school. These principles link closely to the school's values:



Friendly Resilient Truthful Respectful Hopeful Responsible

In line with the EEF report's recommendation 4, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Positive Recognition
Be Ready Be Responsible Be Respectful Be Resilient	1. Daily Meet and Greet 2. Wonderful Walking 3. Hemblington Clap 4. Expected Behaviour Praised First	Positive Class Dojo Points Star of the Week Certificates Golden and Platinum Time Headteacher Award Positive Messages Home

Relentless Routines		
Praise in Public Remind in Private Calm, Consistent Caring Adults	Hemblington Clap Wonderful Walking	Time In Take Up Time Remind-Caution-Last Chance

Be Ready

* We wear the correct school uniform
* We arrive at school on time
* We are ready to learn
* We show that we are listening
* We focus well in our lessons
* We are prepared and have the right equipment for our lessons

Be Responsible

* We are positive role models
* We are good friends
* We move around school in a safe way
* We take care of our belongings and the equipment at Hemblington PrimarySchool
* We keep our hands and feet to ourselves
* We stay safe online

Be Respectful

* We are respectful online
* We listen when others speak
* We are kind and polite
* We respect difference
* We treat others as we want to be treated
* We respect school property
* We respect others' rights to learn

Be Resilient

* We try hard and do our best
* We know when to seek support from others
* We face challenges with a positive attitude
* We are willing to overcome difficulties
* We learn and grow from marvellous mistakes
* We try to manage our emotions in a positive way

Aims of our Policy:

- To create a culture of exceptionally good behaviour: for learning, for community for life • To ensure that all learners are treated fairly, shown respect and to promote good relationships. • To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it. • To build a community which values kindness, care, good humour and empathy for others. • To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy:

To provide simple, practical procedures for staff and learners that:

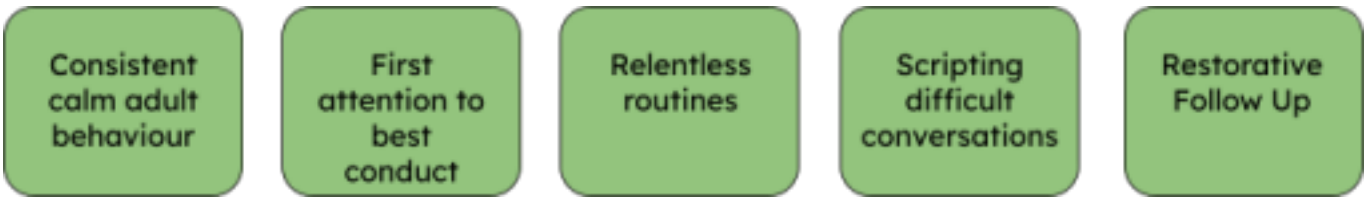
- Reinforces positive behaviours
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive and restorative interventions • Provides guidance on fair and justified sanctions

Our school is committed to:

- Promoting positive behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equal and fair treatment for all
- Praising and rewarding good behaviour
- Challenging poor behaviour through restorative practice

- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- Developing positive relationships with our children to enable early intervention • A shared and consistent approach which involves everyone in the implementation of the school's policy and procedures
- Promoting a culture of praise and encouragement in which all children can achieve • Promoting restorative practice
- Ensuring all children and adults in and around the school community are ready, responsible, respectful and resilient

Five Principles of Our Policy



Roles and Responsibilities

The Trust has overall responsibility for:

- The implementation of this Positive Behaviour Policy and of the behaviour procedures at the school • Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation • Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The Headteacher and Senior Leadership Team are responsible for:

- Establishing the standard of behaviour expected by children at the school
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents/carers and children at least once a year
- Ensuring that all stakeholders are consistent in its implementation.

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

- Adhering to this policy and ensuring that all children do too
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
- Using restorative approaches to support children to make changes to behaviours • Upholding and promoting positive behaviour in a calm, consistent and caring way

Expectations of All Staff at Hemblington:

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- Meet and greet at the door
- Refer to 'Ready, Responsible, Respectful, Resilient' and share this in all areas of learning • Model positive behaviours and build relationships, following the School's Staff Behaviour Code of Conduct
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and use de-escalation strategies
- Prevent before sanction
- Follow up every time and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving poorly.
- Use scripted conversations to promote positive behaviours
- Forgive and allow children to move on
- Model high standards of respect and positive behaviour themselves in the way they conduct themselves and interact towards adults and children
- Uphold British Values and the Rights Every Child
- Be responsible for the Safeguarding of all children
- Involve and work alongside parents and Carers
- Be Calm, Consistent, Caring.

Pupils want our adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Training of staff and expectations of staff

The school recognises that early intervention and restorative practice can prevent poor behaviour. As such, teachers and all adults will receive training in identifying problems before they escalate. Teachers and support staff will receive restorative training on this policy as part of their new starter induction. Teachers and support staff will receive regular and ongoing training as part of their development.

Expectations of Children

Children are expected to follow the school Code of Conduct which requires them to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner • Follow reasonable instructions given by the teacher
- Behave in a respectful, kind and polite manner towards all staff and children • Show respect for the opinions and beliefs of others
- Complete classwork to the best of their ability

- Show respect for the school environment
- Uphold British Values and the Rights of Every Child.

Parents/Carers are responsible for:

- The safe and respectful behaviour of their child(ren) inside and outside of school
- Supporting the school in following this policy
- Upholding Home/School agreements.

Recognition and rewards for effort:

Our school recognises that children should be rewarded for their good behaviour and it is important that this is shared and celebrated. This encourages positive self esteem and positive relationships across the school. We want the children to be proud of their achievements and their contributions to school life and beyond and celebrate with them their triumphs and success. We want the children to also recognise how important it is to show empathy, compassion, kindness, consideration and forgiveness and we acknowledge and celebrate good citizenship in a range of ways.

The school will use the following rewards for displaying good behaviour:

- Verbal and non verbal praise
- Positive messages home for behaviour that is '**over and above** through face to face chat, messages on Class Dojo or phone calls home
- Celebration Assembly, where a child from every class receives 'Star of the Week' for a specific achievement, showing progress in a particular area or recognition of going "over and above" in our school values and rules during the week
- Class Dojo points for positive playground behaviours and/or seeing the Hemblington values action
- Announcements on the School's newsletter and facebook page
- Golden time (20 minutes each week)

Addressing Poor Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning. Steps should be followed through with care and consideration, taking individual needs into account where necessary. We praise the behaviour that we want to see and do not pander to attention seekers. All learners are given 'take up time' in between steps.

At times we recognise that children find it difficult to respond to praise and positive behaviour strategies. In these instances, a procedure will follow but in all circumstances children will have the opportunity to reflect on their behaviour and make better choices. In all cases the poor **behaviour should be rejected**, not the child.

A child should always feel that they can have a fresh start and that they are a valued member of the school.

The school has a range of measures which can be used:

• Giving a verbal prompt
• 'Time in' class at a separate table or partner room
• Spending break or lunchtimes with teachers and/or SLT for restorative conversations • Placing the child on an Support Behaviour Plan for monitoring and support (with support from parents)
• Support from external agencies
• Agreed reduced timetable and Support Behaviour Plans in place
• In extreme cases, temporary or permanent exclusion.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Behaviour Pathway

Behaviour Pathway

Our stepped approach to boundaries with micro scripts We use a consistent and gentle approach to addressing poor choices:

- ☐ Use the pupil's name
  - ☐ Eye
  - ☐ Contact
  - ☐ Child level
- ☐ Deliver the message

REMINDER (NUDGE)

I noticed you chose to.....(noticed behaviour)/I can see you are feeling

This is a REMINDER that we need to Be (Ready, Respectful, Responsible, Resilient) You now have the chance to make a better choice

Do you remember last week/yesterday when…that's what I need to see now…

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being responsible. Please walk wonderfully. Thank you for listening.'

Check back in and give praise if the learner is modelling good behaviour.

CAUTION & TAKE UP TIME

I have noticed that you chose to (noticed behaviour)/I can see you are feeling This is the second time that I have spoken to you.
This is a reminder that I need to be (READY, RESPONSIBLE, RESPECTFUL,RESILIENT) I need you to stop and think about your actions.
If your behaviour continues there will be consequences.
Do you remember last week/yesterday when…that's what I need to see now…
I am going to give you two minutes take up time.
Example - I noticed that you haven't started your task. This is the second time that I have spoken to you this morning. You are breaking our school rule of being ready/responsible. If you continue to make this choice you will have to complete your learning at breaktime. I am going to give you some take up time and then I will check in with you. You worked really well in the maths lesson this morning so that is what I need to see now. Thank you for listening.*

Adult checks in on the learner as stated and gives verbal or non verbal praise. If not, move to next step.

Consequence & Regulation/Reflection (maximum one lesson)

I noticed you chose to…..(noticed behaviour)

You are breaking the school rule of… You have now chosen to….

I will come and speak to you in two minutes/end of lesson

Classroom/ shared area

You need to: (Depending on Severity)

1. Wait outside the classroom for me
2. Lose ….time from break / lunch
3. Go to sit with in …….. class (rest of lesson/next lesson maximum)
4. Go to Headteachers' office

Playground

You need to:

1. Stand by other staff member
2. Go to Deputy/Headteacher's office
3. I will come and speak to you in two minutes

Example - 'I have noticed you are disrupting X's learning after I reminded you. You are breaking the school rule of being respectful. You have now chosen to go and complete your work outside the classroom. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adult in front of the child

Other members of staff must not ask the child to describe their behaviour or get involved unless prompted

Some children may need additional regulation time so it may be necessary for the child to remain in a reflection space for a longer period of time but in most cases it is meant for 20-60 minutes to provide the child with time to regulate.

FOLLOW UP,REPAIR, RESTORE

CHOOSE FROM 5 QUESTIONS BELOW:

What happened? What were you/people thinking and feeling at the time? Who has been affected and how? What have you thought since? What can we do to put it right? How can we repair the relationship? How can we do things differently?

To those harmed by others actions:

• What did you think when you realised what had happened? • What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you need to do to make things right?

The class teacher is to lead the restorative conversation before the next lesson where possible but at times this may also be completed by or alongside a member of the SLT.

At this stage the child may wish to write/draw to explain their behaviour choices or to find a way to repair the relationship/put right what has gone wrong.

RECORDING AND REPORTING

If a child has two incidents/last chance in a week requiring REGULATION/REFLECTION, the class teacher must inform parents. This must be recorded on CPOMS.

If a child has three or more incidents/last chance in a week requiring reflection a meeting with Headteacher/Deputy and parents/carers will be arranged. This must be recorded on CPOMS.

Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.

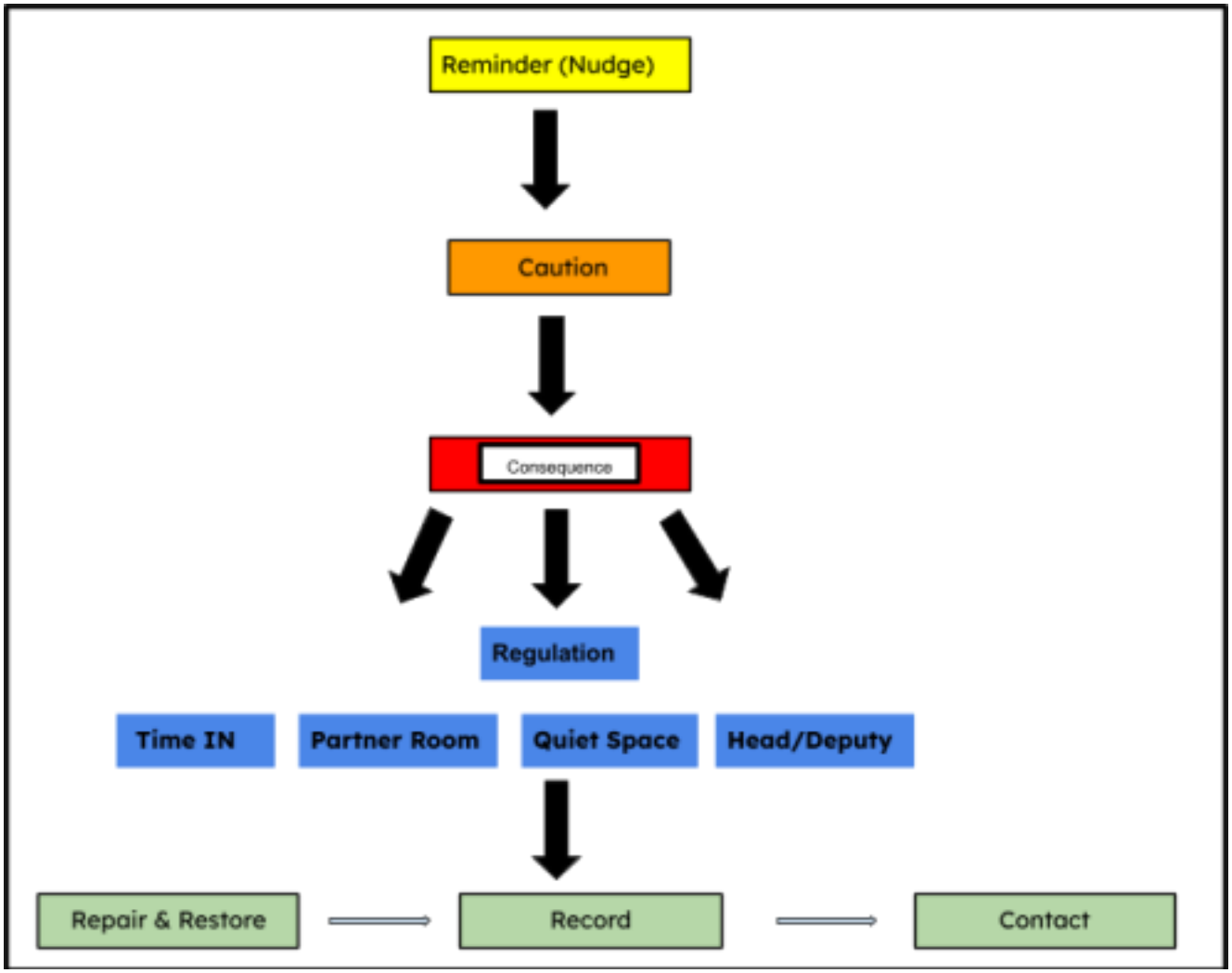
Imposition given if needed (An imposition is the missed work that must be completed that evening, countersigned by the parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

Where there are continued incidents in a half term, the class teacher will speak with a member of SLT/SENCO to discuss next steps. The teacher may need to create a 'behaviour log' to build up a picture of why such behaviour is occurring. The class teacher will meet with parents and share the incident log along with strategies developed at home and in school.
Parents will be invited in to be involved in ongoing dialogues. It will then be decided if a

Behaviour Support Plan is needed. If the behaviours continue or escalate following this meeting, and after a behaviour plan is in place, a further discussion with the Inclusion Lead, SLT, pupil and parents/carers to decide next steps. At this point, the social, emotional and mental health of the child would be supported through our SEND offer.

A serious breach may lead to a fixed term exclusion.

Hemblington Behaviour Pathway



Typical Behaviours at each stage

STEP	REMINDER	CAUTION	CONSEQUENCE	SERIOUS
Possible Actions	• Adult to nudge/remind for: • Low level concerns (such as disturbing learning-not being respectful) Shouting out in class Talking when others are speaking Not sitting on their chair correctly Failure to complete learning Disrupting the learning of others Disruption on transport to events Online behaviours Running in class Throwing things in class (inappropriately) Poor focus Refusing to participate in lessons Damaging school property (minor)	• DH/HT to provide support alongside member of staff • Second time reminder of the same rule	• Logged on CPOMS (MUST) • Reflection Time in: other class/quiet area of class/ • Cool time used for restorative talk • Time IN with Deputy/Head • Reflection Time in at playtime/ lunchtime to complete learning • Learning sent home to finish • Contact parent (more than x2 reflections in one week) • Meeting with CT, SLT and parents • Possible Behaviour Support Plan needed support • SLT to provide support alongside member of staff	• Logged on CPOMS (MUST) • Time IN • Loss of social time in class/ outside • Loss of Cool Time • Parents contacted • Possible internal exclusion or internal exclusion at Dussindale Primary School • Possible reduced timetable • Possible managed move • External agency support request • Behaviour Support Plan • SLT meeting with parents • Senior Leadership support • Seclusion with Head/ Deputy

Outside School and the Wider Community

Pupils at school must agree to represent the school in a positive manner. The guidance laid out in the school's Code of Conduct applies both in and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about negative behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Broad Horizons Complaints Policy.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or other influencing factors. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use specifically identified and trained staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans and Risk Assessments'.

At this school we only use holds when there is no realistic alternative and action is needed to prevent harm from occurring even if the harm is expected to happen sometime in the predictable future. Staff will think creatively about any alternatives to physical intervention, which may be effective for that specific child.

When dealing with an episode of extreme behaviour, a child may need to be held if they or another person is unsafe. This will only be used as a last resort and by trained staff only. At Hemblington Primary School, key members of staff have received de-escalation and physical management training through Norfolk Steps. The school will record all serious behaviour incidents on CPOMS and any restraints using a Serious Incident Report.

Suspensions

A final decision to suspend a child will be taken only by the Head or Deputy Head, if allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school. Definitions of serious unacceptable behaviour are previously listed in this policy and includes, but is not limited to:

- The physical assault of another child or adult
- The threat or intent to cause serious physical or emotional harm to others
- Persistent and targeted bullying (including racist, homophobic and online bullying)
- Theft/Vandalism
- Persistent disruptive behaviour
- The use, or threat of use, of any weapon.

The decision to permanently suspend lies with The Head, as a result of a serious breach of the Behaviour Policy. The Head will ensure that exclusion protocols are followed.

A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident or a series of serious incidents.
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home may have a positive impact on future behaviour

If these conditions are not met, other options may include time 1:1 with the Deputy Head or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Hemblington, we take any incidents of violence toward staff and other pupils very seriously.

We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, and very rare at Hemblington Primary School, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

Permanent Exclusion or Out of School Transfer/ Managed Moves

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. In all cases of persistent misbehaviour, external agencies will be contacted for additional support, guidance and strategies.

- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare. Adults must report **any** behaviour displayed by a child, which gives reason to suspect that the child is suffering from neglect, trauma or is at risk of significant harm. In these

instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

SEND and Equal Opportunities

The school will also consider whether the displayed behaviour is an indicator that the child's educational, or other needs are not being met. The involvement of the SENCO and external advisors will be sought. This may include Behaviour Support, SSENS, Educational Psychologist, Virtual Schools and Counselling/Therapy services. In this instance, the school will consider whether a multi-agency assessment of the child's behaviour would be beneficial.

Application

This Behaviour Procedure is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming lessons or on educational visits but the same principles of promoting good behaviour through the policy will always apply.

This procedure must be read in conjunction with all other school procedures and Trust Policies.

Restorative Conversation EYFS/KS1

Be Ready. Be Responsible. Be Respectful. Be Resilient.

Pupil Name: Class: Date: Staff Member:

What happened? 
What were you thinking/feeling? 

What do you think about it now?



What needs to happen to put it right?



How can we make sure this doesn't happen again?

Restorative Conversation KS2

Be Ready. Be Responsible. Be Respectful. Be Resilient.

Pupil Name: Class: Date: Staff Member:

What happened?

What were you thinking/feeling?

What do you think about it now?

What needs to happen to put it right?
How can we make sure this doesn't happen again?

