



The Hundred of Hoo Academy Primary

Behaviour Policy



Written: September 2023
Review: September 2024



Behaviour Policy

Academies recognise the importance of consistently outstanding teaching and the positive impact that behaviour has on pupil outcomes. We want our academies to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff.

Our Academy behaviour management system is centred on the idea of responsibility and choice. We expect pupils to take responsibility for their own behaviour and will support them to make the right choices at all times. We expect all pupils to self-regulate their own behaviour and we will empower all trust staff to manage behaviour appropriately. The Hundred of Hoo Academy will be relentless in their expectations of the behaviour of our pupils.

Children thrive in an environment where they know and understand what is expected of them, therefore a consistent approach to behaviour is key. It is important for it to be firm but fair and upheld by every member of staff.

Incentives

The positive reinforcement of good behaviour is acknowledged to be the most effective form of behaviour management. This is where appropriate behaviour is actively noticed and noted by adults and promoted to all pupils.

We use the statement “our behaviour is impeccable” with the expectation that this is both by following the golden rules (please see below) but also being active learners throughout the day.

Golden Rules

We listen to all staff

We are polite and respectful

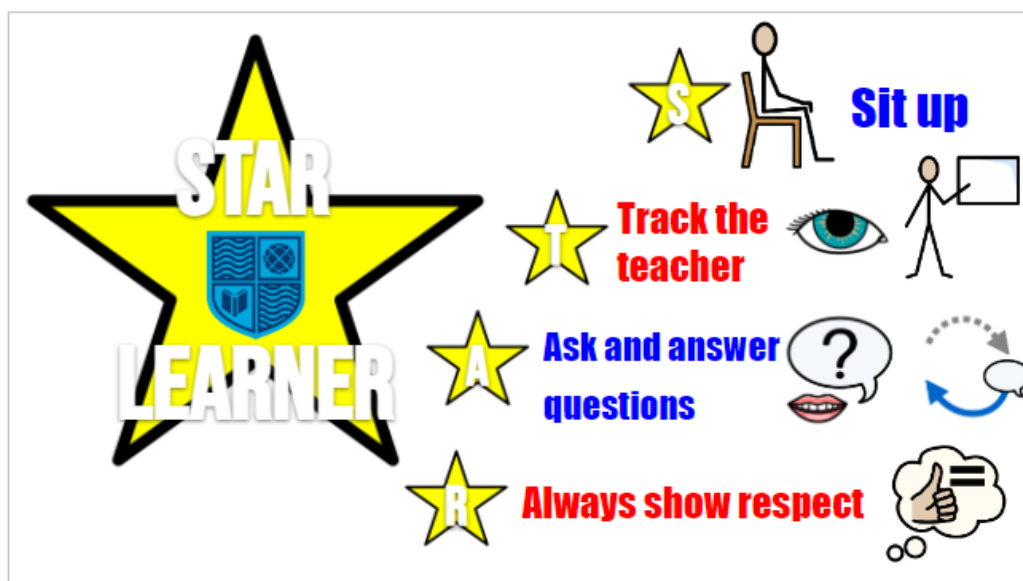
We walk sensibly and quietly

We use kind words

We keep our hands and feet to ourselves

We look after property

To further promote active learning we use the phrase STAR with the children.



Rewards

Each week we celebrate a “Star of the Week” from each class which is awarded to an individual who has particularly excelled themselves in a specific area of learning that week linked to the IB Learner-Profile Attributes.

Each term we then have a “Star of the Term” awarded to an individual from each class who has worked hard throughout the whole term.

Within each classroom, there is an expectation that there will be reward systems related to individual, group and whole class achievements including stickers, achievement charts, extra playtime and golden time.

Additionally, pupils earn positive points. Five positive points equates to a house-point token. Special ‘Blue’ tokens can be awarded by leaders and support staff for showing extraordinary effort in their work or contribution to school life.

Consequences/Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied;
- It must be made clear what changes in behaviour are required to avoid future consequences;
- Group punishments must be avoided as they breed resentment;
- There is a clear distinction between minor and major offences;
- The focus is on the behaviour, not the person.



Consequences range from expressions of disapproval, through withdrawal of privilege time out inside and outside the classroom, to contact home, to referral to the Primary Principal, referral to the Primary Principal, letters to parents and, ultimately and in the last resort, exclusion. The most common inappropriate behaviour is low level where most instances of poor behaviour are relatively minor and can be adequately dealt with through a hierarchy of intervention strategies.

The implementation of any consequence or sanction must be in-line with the behaviour policy and 'Discipline with Dignity' practised. This means that pupils are not intentionally shamed or humiliated and the agreed consequence is the agreed punitive measure.

Consequence Stages

The grid below outlines a hierarchy of sanctions and record keeping to guide teachers in consistency of approach across the school.

Use of the grid will ensure the appropriate degree of seriousness is attached to incidents through the fair and consistent use of both the sanction and the staff members who are involved.

Within each classroom there is an expectation that the sanctions system will be visible and clear to all pupils. Teachers are free to present this system in a way that best suits their class / individual pupils. The application of the sanctions system must be fair and consistent to all pupils.

Stage 1	1 st Verbal Warning If repeated 2 nd Verbal Warning then... Name is moved from Green to Orange Miss play or lunch for 5 minutes.
Stage 2	Time out space in the classroom Name moved from orange to red. Miss play or lunch for 10 minutes.
Stage 3	Sent to partner classroom for up to 15 minutes - Incident Log Completed Year 6 to Year 5 Year 5 to Year 6 Year 4 to Year 3 Year 3 to Year 4 Year 2 to EYFS Year 1 to Year 2 EYFS to Year 1
Stage 4	Sent to Primary Vice Principal Behaviour Report Internal Exclusion Class Teacher to phone home Fixed Term Exclusion
Stage 5	Sent to Primary Principal Behaviour Report Fixed Term Exclusion SLT to phone home

*See Appendix 1 for the detailed consequence chart



Behaviour Report

Incident reports are regularly reviewed by SLT/Phase leaders. Following this review it may be necessary to place a pupil on a Behaviour report.

Behaviour reports are used to monitor and review a child's behaviour. They are a short term strategy which may be used to identify a need or issue.

At the end of each day the pupil will need to show their behaviour report to their Phase leader and member of SLT responsible for placing them on report.

Parents'/carers' will be forwarded a copy of their child's Behaviour report.

Internal Suspension

An Internal Suspension requires a pupil to be suspended from all contact with classmates during the school day including break times and assemblies and to be supervised by Primary Vice Principal/Principal with the parent or carer formally informed of actions.

They are a short term strategy which may reinforce behaviour expectations and to ensure that good order is not prejudiced.

Suspension

The Primary Principal may use Fixed-term suspension from school. For repeated or very serious acts of anti-social behaviour, the Primary Principal may permanently exclude a child.

Line Up Procedures

All staff (Teachers, TA's and Midday meals supervisors) are expected to take an active role to ensure that children are lined up appropriately and are escorted back into the school building at the end of break/lunch.

- 1) At the end of break/lunch time it is the responsibility of the staff on duty to blow the whistle.
- 2) All children will stand still before being called into line.
- 3) Children must walk into line and remain silent.
- 4) Children must walk into the school building in silence.

To ensure consistency Class teachers will lead their classes back into the school building.

Behaviour around the school

Pupils are expected to walk around the school sensibly. Children's noise levels should be kept to a minimum.

During lesson time children are expected to be silent in the corridor and around the school building.

At all times they are to walk on the left of the corridors to ensure that congestion is kept to a minimum.

When waiting to enter a classroom, they line up outside the door and along the wall silently and will enter the classroom silently.



It is an expectation that when greeted by any member of staff, they respond courteously.

Lunch time procedures

To ensure consistent behaviour is maintained on the playground a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role.

Staff are encouraged to be actively engaged in children's games and to encourage play. All staff (including Midday Meals supervisors) are expected to follow the sanctions stages. During lunchtimes a member of SLT will be rotated as available to support.

Pupil Code of Conduct

The Academies of the Hundred of Hoo Academy provide a well ordered and disciplined environment in which teaching can flourish. The Pupil code of conduct supports learning behaviours and promotes the opportunity to earn rewards.

Pupils will:

- Listen to and immediately follow all adults' instructions.
- Have a positive attitude towards my learning and my peers
- Take responsibility for my actions
- Respect other people's cultures, feelings and beliefs, as well as their property
- Be an ambassador of the school by being honest
- Take pride in being part of our school community
- Be polite, helpful, co-operative and show consideration to others at all times
- Be punctual at all times

Care for the Academy buildings and environment by:

- Walking around the site, calmly and quietly, never running
- Holding doors open for others
- Not creating litter and picking up litter if requested
- Be proud of and respectful of displays

Hall and Playground Expectations

- Respect all staff
- Show good manners – 'Please' and 'Thank You' and use teacher's name when addressing them.
- Leave tables clean and tidy as well as surrounding areas
- Eat all my food in the hall

As a responsible member of the community I must ensure that I alert a member of staff if I am aware of any of the following:

- Fighting, bullying or any unkindness to others
- The use of inappropriate, derogatory, or threatening language
- Any concerns related to other pupils, including carrying banned items
- Eating during lessons or chewing gum at any time
- The use of Mobile Phones
- Pupils who have large sums of money in the Academy

Pupils who fail to follow the Code of Conduct will be subject to consequences



Working in Partnership for Success

Primary Academy will:

- Offer an environment in which there is a high level of mutual respect and high expectations for positive learning behaviours
- Offer parents and carers various opportunities to become involved in the life of the Academy
- Provide a happy, secure and challenging learning environment
- Ensure that work within the curriculum challenges and motivates, paving the way for success in the Academy and in life
- Keep you regularly informed of your child's progress
- Contact you promptly with any concerns we may have about your child
- Ensure that each pupil is known as an individual and that their needs are met
- Care about our pupils' wellbeing and protect their safety at all times
- Celebrate, recognise and reward pupils for their accomplishments

Parents

I/We will:

- Treat all teachers and staff with respect and courtesy
- Trust the professional judgement of adults
- Support the school's Behaviour Policy by promoting positive behaviour
- Ensure my child attends school regularly, on time and dressed correctly
- Notify the school promptly if my child is unable to attend school
- Ensure that our child attends the Academy every day, except in extreme cases of illness or bereavement
- Take family holidays outside of term time, unless there are exceptional circumstances
- Make medical appointments outside of school hours wherever possible and provide a medical card/appointment letter
- Support my child with learning at home by ensuring that independent study is completed to a high standard and on time
- Inform the Academy about any influences or situations which might affect my child's behaviour or performance
- Become as actively involved with my child's school life as possible
- Understand the importance of a healthy and balanced diet. We will ensure that our child is well prepared for the day by having breakfast and not taking sweets and fizzy drinks, including energy drinks, to the school

Pupil

I will:

- Listen to and immediately follow all adults' instructions.
- Have a positive attitude to my learning and my peer
- Take responsibility for my actions
- Respect other people's cultures, feelings and beliefs as well as their property
- Be an ambassador of the school by being honest
- Take pride in being part of our school community
- Be polite, helpful, co-operative and show consideration to others at all times
- Be punctual at all times



Appendix 1

Consequences Chart

	Behaviour	Appropriate Sanctions	Comments
Stage 1	Aggravations Calling out Wandering about classroom Running in the school building Not putting hand up to talk Interrupting other pupils Ignoring minor instructions Silly noises/Minor Annoyances Pushing in the line Talking during silent work Minor playground incidents	Eye contact reminders Verbal reinforcement of expectations Verbal telling off Appropriate use of class behaviour management to be implemented e.g. 5 Minute playground cool down period Tactically ignore If repeated 2nd Verbal Warning then... Name is moved from Green to Orange	Not recorded No other staff members involved Peer Mediators LSA & Teachers on duty deal with playground incidents After 3 repetitions within a small time frame then move to stage 2
Stage 2	Less Serious <i>Repeated stage 1 behaviour</i> Eating sweets in school Refusal to work/Unacceptable output Deliberate disruption Accidental damage through carelessness Cheek, offhand comments Minor challenge to authority Repeatedly annoying other children Playground skirmish Being in a building unauthorised Spitting	Separation from the rest of the class within classroom Writing a letter of apology during playtime/breaktime Child to stand apart from class group 5 - 20 minute lunchtime/playtime reflection time to complete unfinished work/complete pupil behaviour frame Repair/clean-up of damage Name moved from orange to red	Peer Mediators LSA/Teacher on duty to report playground incident to class teacher Repeated incidents within a short time frame to be reported to partner class teacher Incident Log Completed



<p>Stage 3</p>	<p>More Serious <i>Repeated Stage 2 Behaviour</i> Deliberately throwing small objects with the intention of harming or breaking them Harming someone Damage to school/pupil property Leaving class without permission Repeated refusal to do set tasks Deliberate rudeness to adults Harmful/offensive name calling Swearing Bullying Less serious playground incidents/fighting</p>	<p>Informal contact with parents by class teacher Separation from the rest of the class for an agreed fixed time - external from classroom (child to be quietly shown their work space and work provided to be completed.) Writing a letter of apology during playtime/breaktime Behaviour Report monitored by Phase Leader/AP/VP - copy sent home at the end of week to parent Playground exclusion Internal exclusion Withdrawal from whole school events e.g. trips</p>	<p>Reported to SLT and incident log completed</p> <p>Repeated incidents within a short time frame to be reported to Vice Principal</p>
<p>Stage 4</p>	<p>Very Serious <i>Repeated Stage 3 Behaviour</i> Repeatedly leaving the classroom without permission Fighting in the classroom More serious playground incidents/fighting Serious fighting & intentional physical harm to other children Throwing large/dangerous objects Serious challenge to authority Verbal abuse/swearing to any staff or parent Bringing the school into disrepute e.g. on public transport, road. Vandalism/Graffiti Stealing Persistent bullying Racist incidents Truancy Malicious or inappropriate use of technology (see also ICT policy)</p>	<p>Formal telephone call/contact/letter/meeting with parents Possible recompense for damaged property from parent School 'community service' Behaviour Report monitored by Phase Leader/VP - copy sent home at end of week to parent Daily home school behaviour book/chart Possible denial of technology access rights Playground exclusion Exclusion from site at lunchtimes Internal suspension Withdrawal from whole school events e.g. trips Possible fixed term exclusion up to 15 days Possible permanent exclusion</p>	<p>Requires immediate involvement of Principal/Vice Principal</p> <p>If persistent, discuss possible external or internal referrals – if appropriate discuss with family any issues with regards to SEND Involvement of outside agencies Incidents recorded on Incident Report form & circulated (to be kept on file) Parental contact recorded on parent contact form</p>



Stage 5	Extremely Serious <i>Repeated Stage 4 Behaviour</i> Extreme danger or violence Very serious challenge to authority Verbal abuse Violence towards any member of staff Running out of school Possession of a weapon considered to be dangerous by an adult Possession of illegal drugs	Immediate Exclusion fixed term or permanent.	Requires immediate involvement of Principal/Vice Principal
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Appendix 2

Using De-Escalation

When to de-escalate

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- balled fists
- fidgeting
- shaking
- 'eye-balling' another child
- head thrust forward
- clenched jaw
- speech becoming more rapid or high-pitched.

These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down.

Non-verbal techniques

Techniques include the following;

- **Appear calm and self-assured** - Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.
- **Maintain a neutral facial expression** - Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.
- **Allow space** - Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.
- **Control your breathing** - When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal techniques

- Lower your voice and keep your tone even. It is hard to have an argument with someone who is not responding aggressively back to you.
- Distraction and diversion are extremely useful.
- When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions.
- Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.
- Give choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.
- Use words and phrases that de-escalate, such as:
 - I wonder if...
 - let's try...
 - it seems like...
 - maybe we can...
 - tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.



Things to avoid

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.