



## Hope Federation of Church of England Primary Academies

Executive Headteacher: Mrs Belinda Allen

### **BEHAVIOUR AND DISCIPLINE POLICY** **2022-23**

This Policy will be reviewed annually and updated as needed to meet current needs of pupils and parents/ carers of Hope Federation.

#### **Record of Policy Changes:**

Date	Reviewed by	Changes or amendments
Jan 2018	Staff and LGB	No changes made
Jan 2019	Staff and LGB	References added to Behaviour Blueprint that has been created in each school as a result of Pivotal training.
June 2020	Staff and LGB	Updates for reopening with additions linked to Covid-19.
Sept 2020	Staff and LGB	Addition of TASC CURA system.  Addition of other forms of records around behaviour.
Sept 2020	Staff and LGB	New policy written to meet the needs of the children/parents/carers currently within Hope Federation
Sept 2021	Staff and Ethos Committee	Referencing to KCSiE Dojo points in some classes as re reward system. RIP (reprimand in private) changed to DIP
Sept 2022		No changes



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### Introduction

Successful schools are vibrant communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. Good behaviour and discipline are essential if our school is to provide a high quality education for all pupils.

At each school at Hope Federation of Church of England Primary Academies that we aim to:

- Create a welcoming and co-operative school community in which relationships are based on mutual support, respect and trust and where everybody feels valued.
- Foster the children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners.
- Provide a secure and enriching environment where learning can take place with enjoyment.
- Provide opportunities that encourage the children to work co-operatively together.
- Develop the children's awareness and sensitivity towards living things and the world that we live in.
- Apply Christian values such as compassion, respect, forgiveness and tolerance when dealing with pupils and their behaviour and we use restorative justice approaches to resolve problems with between children.
- Seek to understand the reasons for poor behaviour and any subsequent action will try to address the causes of poor behaviour.
- Understand that responses (and sanctions, if necessary) may be different for different children, depending on their social/emotional needs background and past experiences. For example, a pupil in care, or with Special Educational Needs (e.g. Autism) should be treated differently to a child who fully understands when they are deliberately breaking school rules/expectations. In the words of Thomas Jefferson; *'There is nothing so unfair as the equal treatment of unequal people'*.
- This policy should be used in conjunction with the Safeguarding Policy for the Federation and reference the Keeping Children Safe in Education document. *September 2021*

We believe that everyone involved within Hope Federation has the rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

- The children have the right to feel safe and happy.
- The children have the right to learn and be treated with respect.
- The children have the right to know their property is safe and that the school environment is clean and tidy.
- The staff have the right to feel safe, respected and supported.
- The staff have the right to teach without disruption in a clean, tidy, orderly school environment.



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'Enabling our children to flourish  
through the field of life'



Diocese of Norwich  
Education and  
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• The staff have the right to continuing professional development.

- The parents have the right to effective communication with the school.

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- The parents have the right to see useful information about their children's progress and achievements.
- The parents have the right to be treated with respect and have their opinions valued.
- The parents have the right to expect their children to work in a clean, orderly and tidy environment.

Our Code of Conduct as set out in each academies Behaviour Blueprint (see each academies website page) in addition to DNEAT's policy on staff conduct states everyone within the school environment has the right to:

- Equality of regard and opportunity.
- Mutual respect.
- Be safe at school.
- Learn and teach in an atmosphere which is supportive and secure. Everyone in the school has the responsibility to:
- Ensure the school is a welcoming and happy place to be.
- Move quietly and thoughtfully around the school and show an awareness of others.
- Be sensitive to the needs and feelings of others and to behave in ways that reflect this.
- Ensure the school environment is kept tidy and that resources and materials are respected and handled appropriately.

To help protect the rights and encourage personal responsibility, we have basic rules for our classroom and school community.

1. We keep everyone safe at our school.
2. We use a quiet voice inside school.
3. We talk kindly to each other
4. We walk inside.
5. We keep our school clean and tidy.
6. We always do our best work.



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**We believe it is the responsibility of all staff, governors, parents and children to keep these rules.**

### **Behaviour Management Protocol**

#### **This is how we do it here at Hope Federation**

The success of our behaviour policy lies in our ability as adults to deliver it in an effective and consistent way. **Children should receive the same response from every member of staff.**

Our expectations are simple and must be a key reference when dealing with all behaviour and in line with our Pivotal Approach to managing behaviour:

Ready

Respectful

Safe

**We are always looking for children who show positive behaviours and this is encouraged by all adults by:**

- **First attention for best conduct** - adults will always interact first with children who are behaving appropriately
- **Offering specific praise** e.g. I really like the way you helped XX to play four square today, rather than a quick well done or 'good boy' – give attention for good behaviour and effort
- **Recognition board** in each class – a place to celebrate when children have gone **over and above**. It may be a post it note, a piece of work or photo. Anyone can and should contribute to the board. It is about effort that children (and adults) make. Where appropriate/necessary, the board may have a theme e.g. good manners -where efforts to achieve this goal are rewarded
- Explicit and consistent **classroom routines** that children understand (e.g. how they line up, getting children silent and ready for instruction, setting children off to work on a task)
- Positive note/postcard/phone call home for exceptional behaviour (e.g. a child who has gone **over and above** consistently for a whole week)
- **House points** with acknowledgement of effort leading to individual certificates and team trophy (depending on each academy)
- Recognise positive behaviour through the use of Dojo Points. This is to encourage children to collect points towards a class reward such a 30 minutes of golden time in KS2. (depending on academy)
- **Acknowledgement by senior staff** e.g. sending to see Head of School or Executive Headteacher to receive HoS/ Headteacher award stickers for things that are **over and above** expectations.



**There are times when children demonstrate more challenging behaviour. The way we manage these**

**situations is as follows:**

- **Praise in public and reprimand in private** (PIP and RIP), positive behaviour is dealt with overtly in front of others, negative behaviour is dealt with discreetly and quietly
- **Non verbal signals** - these are often enough to get a child back on track
  
- **Adults are calm and consistent** in their approach. An emotional response to poor behaviour serves to reward the child and lead them to thinking you are not in control. Shouting and delivering heavy punishments will not lead to a respectful environment. It may be helpful to think of the phrase 'Parent on the shoulder' - Imagine the child's parent on your shoulder listening in – would you still be responding in the same way?
- **All adults should use the suggested scripts** for dealing with behaviour incidents to ensure that there is a calm, consistent and kind approach to difficult behaviour
- If a child is showing poor behaviour, **adults will use the following steps:** ☑ Reminder of the rule (Ready, Respectful or Safe) privately
  - Caution delivered privately outlining consequences of behaviour choices
  - Last chance giving the child a final opportunity to engage (this is where the 30 second intervention script could be used)
  - Consequence (the immediacy of the consequence is more important than the weight of it) – time out may be needed to give the child chance to calm down, move away from the situation and re-start. Always avoid consequences that include the whole class if the unwanted behaviour only relates to an individual or a small group
  - Repair which could be a quick chat or more formal meeting
- **Adult will avoid responding to secondary behaviours** – 'Look at me when I am talking, don't slam the door, what did you say' – these are all designed to provoke further confrontation. They should not be dealt with in the heat of the moment. Planned ignoring of any negative behaviour is most effective if followed up by praise for appropriate behaviour
- **It is sometimes appropriate to take a child to a member of SLT**, but this should be used with caution as it creates the image that the adult is unable to deal with the behaviour, which then serves to undermine their relationship and authority with the child. Instead it may be more appropriate to send the child to SLT for supervision until the adult has time to speak to them OR to stay alongside the person so that the child sees a united front
- Exclusion (internal or fixed term/permanent) – only to be used by SLT as a last resort

**Children with additional behavioural needs:**

There will always be children who will need a more individual response to behaviour, and where necessary these needs will be addressed by an individual behaviour plan **ensuring reasonable adjustments are made**. The key principles of being empathetic, kind and keen to understand what is being communicated remain at the centre of how we meet needs. An adult's knowledge of the child is more important than the knowledge of any label that they may have.



### **Scripts to ensure consistency**

#### ***30 second intervention is used when a child is struggling with a***

##### ***particular behaviour:***

- I noticed you are ....(having trouble getting started, wandering around the classroom)
  - It was the rule about ..... (being respectful, ready, safe) that you broke when you..... (refused to do your maths, flicked the pencil at XX)
  - You have chosen to ..... (catch up with your work at lunchtime, move to the front of the class)
- 
- Do you remember last week when you .....(tried so hard with that work on fractions, helped XX on the playground). That is who I need to see today.
  - Thank you for listening (*Move away and give the child take up time*)

The script deals with poor behaviour whilst also reminding them of their good behaviour. This response becomes quick, efficient and predictable and takes the emotion out of the situation

##### ***Managing a situation where a child is trying to seek control/power:***

- I understand .....(that you feel angry, upset)
- I need you to ..... (come with me so we can talk about this properly)
- I hear what you are saying.....(it is not easy, but I know that you can handle this – remember when.....)

***A restorative conversation can only take part when the heat is taken out of a situation.***

***It should be used when there has been a heated situation involving 2 or more children:***

- What happened? Asking a child why they did something is extremely difficult to answer and immediately creates confrontation
- Who else was affected?
- How were they affected (or how did this make them feel)?
- How can we put this right?

**Scripts will prevent adults from making comments that may have been used in an emotional response that will not be helpful to the situation or the child.**

### **Additional Information**

#### **Behaviour Off-Site**

This policy applies to all school activities, trips and visits, whether in normal school hours or not.

Where necessary, the school will take action against pupils for behaviour outside school in certain circumstances.



The following factors will be taken into account when considering whether the school should take action:

- The severity of the misbehaviour
- The extent to which the school's reputation might be affected
- The potential impact on good order and discipline in the school
- The potential impact on the well-being of pupils in school

- The extent to which the behaviour 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 on the way to or from school, outside the school gates or in close proximity to the school

#### E Safety

Mobile devices and social media can be exploited by pupils in order to embarrass or bully fellow pupils or members of staff. Use of defamatory and/or intimidating language/messages/images against other pupils or staff inside or outside school will not be tolerated and disciplinary action will be taken against the perpetrators.

#### Confiscation

Items may be confiscated if they fit any of the following criteria:

- An item that poses a threat to others
- An item that causes distraction or poses a threat to good order and discipline in class/school
- An item that breaks school uniform rules
- An item that poses a health and safety threat
- An item which it is illegal for a child to have
- An item which is counter to the ethos of the school

Confiscated items will usually be returned to pupils at the end of the day, but may be kept for longer if necessary (e.g. if further action is necessary). In some cases, parents may be asked to come into school to collect the item.

#### False or Malicious Allegations

If an allegation is made by a child that has clearly been false or malicious, this will be taken very seriously. The school reserves the right to apply sanctions against the pupil. These sanctions may include exclusion.

Allegations of abuse against staff must be taken seriously. Confidentiality must be maintained and allegations should be investigated quickly and thoroughly. Suspension will not be used as an automatic response when an allegation has been reported, but the LADO should always be consulted/informed.





### Use of Reasonable Force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. It is advisable, however, for staff to call for assistance from senior members of staff in these cases, particularly if restraint is needed. (Refer to Policy on Physical Handling/Restraint)

### Exclusions

In some cases the child's parents may be informed, when appropriate about incidents which have occurred particularly if this is persistent. Sometimes it is appropriate at the end of a lesson if the adult leading the session feels a child has not contributed their best then they can remove time at playtimes to ensure a child completes work to the high expectations they have been set. In severe cases the Head of School or Executive Head Teacher may need to investigate the incident more closely leading to daily verbal reports being shared with parents, the child going home at lunchtimes, and/or short/long term exclusions and finally permanent exclusion (Governor/LA involvement).

We aim to involve parents at an early stage with any concerns we might have about a pupil's behaviour in school, and to work with them in trying to resolve the difficulty accessing as much in school support as is available with the local offer in Norfolk. However, in serious cases it may be appropriate to exclude a child from school, either on a temporary or permanent basis for a serious breach of discipline. In such situations the school will follow the Local Authorities stated procedures and that of our academy trust DNEAT.

In those cases the Head of School or Executive Head Teacher may need to investigate the incident more closely leading to daily verbal reports being shared with parents, the child going home at lunchtimes, and/or short/long term exclusions and finally permanent exclusion (Governor/LA involvement).

Exclusions criteria are determined by national guidelines and are stated as:

PP Physical assault against a pupil
PA Physical assault against an adult
VP Verbal abuse/threatening behaviour against a pupil
VA Verbal abuse/threatening behaviour against an adult
BU Bullying
RA Racist abuse
SM Sexual misconduct
DA Drug and alcohol related





DM Damage
TH Theft
DB Persistent disruptive behaviour
OT Other

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Any of the above criteria may result in a serious breach of this policy or the safety of the pupil in question or other pupils around them and can determine the type and length of exclusion as a result. If permanent exclusion is necessary, the Local Authority Exclusions Team as well as Short Stay School for Norfolk would be involved.

### Bullying

At Hope Federation we encourage all children to care for each other and this forms some of our core values. We treat all cases of bullying with the utmost seriousness, and will do everything we can to identify and resolve any incident that occurs. Please refer to the school’s Anti-Bullying Policy.

### Additional Support

If a child’s behaviour is giving cause for concern, parents would be contacted by the class teacher or the Head of School / Executive Head at any early stage, with a view to discussing and implementing a strategy which has the support of the pupil, parents and school. We would hope that a co-operative effort from everyone would be sufficient to resolve the difficulty over time.

However, if the problem persists, or if it is a particularly serious concern, we would, with the permission of parents, seek the help of other professionals within Children’s Services and other agencies. These may include:

- Short Stay School For Norfolk – they may offer in school support, managed move support and support through a parent support advisor at home.
- Behaviour Support from specialist Single Resource Bases – to lead on behaviour plans, pastoral support plans and in school support.
- Managed move co-ordinated by Norfolk Children’s Services to another setting that may be better equipped to support a child with severe behavioural needs.



○ Norfolk Steps Programme – this is a two level programme, one is a whole school training around de-escalation techniques and the second level is bespoke to individual children's needs – it include specific restraint techniques for that child.  
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- If a child has an identified additional need then support may also be sought from the ASD Team (Autistic Spectrum Disorder), CAMHs (Child and Adolescent Mental Health Team) or other specialist teams including Health (e.g. GP or paediatrician).

- Verbatim Psychology Support – working with therapists and behaviour experts to introduce child and family strategies to deal with behaviour of a child.

The child's programme of action and progress may be noted on a Behaviour Support Plan, and parents would be invited to school on a regular basis to discuss progress with the Special Needs Co-ordinator / Head of School / Class Teacher.

### Reporting and monitoring Behaviour

This is a critical element of behaviour management in school. Any Incidents will be recorded on the new TASC CURA system (Sept 2020) replacing the behaviour incident form.

Other forms of recording may include:

- Feelings and Wishes Sheet
- Happy in my skin intervention record
- Chronology
- Home – School Link book

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies that support some of the processes mentioned:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities Policy
- Health and Safety Policy
- Positive Handling Policy
- Anti-Bullying Policy



## Behaviour Policy Considerations During the Coronavirus Pandemic

In light of the need for children to behave differently when they return to school we have adjusted our policy to include the following to support our new systems of working to keep children and adults safe.

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Behaviour policy changes will be communicated to pupils, parents and staff.

All Pupils and all Adults will be expected to:

- follow any altered routines for arrival or departure
- follow school instructions on hygiene, such as handwashing and sanitising
  
- follow instructions on who pupils can socialise with at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- follow rules about sharing any equipment or other items including drinking bottles
- follow amended expectations about breaks or play times, including where children may or may not play
- follow rules about the use of toilets
- follow clear rules about touching, coughing or spitting at or towards any other person
- follow clear rules for pupils at home about conduct in relation to remote education
- respect the rewards and sanction system in place

Risk assessments will be carried out to identify any reasonable adjustments that need to be made for students with more challenging behaviour.