



HAMP
ACADEMY

Hamp Academy Behaviour Policy

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Signed:	
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This policy reflects the values of honesty, compassion, respect and encouragement.

1. RATIONALE

As a school we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore encourage good behaviour in others at all times. We believe that the development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are an integral aspect of the school.

This policy acknowledges our school's legal duties under the Equality Act 2010 in respect of safeguarding pupils and pupils with special educational needs (SEN).

2. AIMS

We aim to:

- ensure care and consistency
- be fair and be seen to be fair
- treat all with respect
- have clear expectations and strategies to ensure they are met
- provide planned activities which motivate all to learn academically and socially.

Golden Rules

All members of the school community will follow our Golden Rules - a teaching and learning tool which needs to be constantly reinforced and highlighted. They are:

- We respect each other's right to learn and do our best.
- We show care for each other and our school.
- We move about our school quietly and safely
- We always listen and respond politely.
- We are kind and treat others as we would like to be treated.

Values

Providing a positive attitude and environment in our school are also underpinned by the Hamp values. These values are designed to create well-rounded children and good future citizens. These values are discussed on a regular basis within whole school and class assemblies. They include:-

- **Respect**
manners / appreciation / thoughtfulness / acceptance (of others) / equality
- **Friendship**
trust / patience / co-operation / happiness / caring
- **Responsibility**
honesty / independence / pride / taking ownership
- **Aspiration**
determination / resilience / hope / courage / positivity
- **Happiness**
caring / love / empathy / humility
- **Teamwork**
co-operation / listening / unity / enthusiasm

Joined-up approach

Our values maintain that all members of staff are responsible for the positive behaviour of our pupils.

In class, it is the responsibility of the class teacher and LSA that our Golden Rules and values are followed, and that all members of the class are safe in our school environment, whether in a class situation or in a 1-2-1 situation with individual pupils.

The children's safety and education is paramount and any training or support in sustaining this will be provided where and when is necessary, as and when appropriate.

We recognise the individual's right to education, and inclusion is at the heart of our philosophy and practice.

3. EXPECTATIONS

Every member of our school community is expected to support the behaviour policy and support the school through the following:

All teachers are expected to:

- Monitor uniform on a daily basis and report issues to the Phase Leader/SLT.
- Monitor lateness to school.
- Monitor lack of a PE kit.
- Monitor non-completion of homework.
- Deal with low level disruptive behaviours or passive learning using the sanctions system fairly and consistently, and recording accordingly.
- Reward achievements, including good or improving behaviour, through the house points system on Class Dojo.
- Implement our behaviour policy consistently.
- Speak to parents on a daily basis, sharing concerns and praising positive outcomes.
- Share any safeguarding concerns with the designated lead or safeguarding team.

Phase Leaders/Subject Leaders are expected to:

- Ensure the team implement the behaviour policy consistently.
- Follow up incidents of poor behaviour.
- Support individual staff with behaviour for learning strategies.
- Phone parents when needed to inform of consequences.
- Support class teachers to meet parents to discuss concerns and to set behaviour targets.
- Plan with their team a range of behaviour approaches.
- Discuss/request immediate support from SLT when appropriate.
- Ensure the rewards system is consistently administered.
- Ensure improvements in behaviour are acknowledged with the pupil and are rewarded.
- Liaise with SENCO and other agencies to support pupils in adopting appropriate behaviours.

LSAs are expected to:

- Deal with incidents using the sanctions system or request help.
- Report incidents of poor behaviour to the appropriate member of staff appropriate to the seriousness of the incident.
- Acknowledge, praise and reward good behaviour through the issuing of house points.

SLT is expected to:

- Support all staff in implementing the behaviour policy.
- Monitor attendance and lateness weekly.
- Involve parents in discussions about their child's behaviour in school.
- Signpost parents to additional support to help improve behaviour management at home.
- Deal with serious or continuous disruptive behaviours.
- Deal with verbal or physical abuse of staff.
- Deal with persistent bullying and harassment of any description.
- Deal with incidences where there is physical danger to staff or pupils.

Parents/carers are expected to:

- Support the development of children's self-belief, self-esteem and self-confidence.
- Support the school's behaviour policy.
- Support the school in its use of rewards and consequences.
- Take responsibility for the behaviour of their children in and around the school community.
- Attend meetings planned to help improve the behaviour of their child.
- Work positively with recommended external support agencies.

Governors are expected to:

- Agree and support the behaviour policy.
- Review the behaviour policy annually.
- Acknowledge and praise the achievements of staff in managing behaviour issues.

MDSAs are expected to:

- Deal with incidents during lunchtimes using the sanctions system or request help in line with the behaviour policy.
- Record and report incidents of poor behaviour to the appropriate member of staff according to the seriousness of the incident, once it has been dealt with.
- Acknowledge, praise and reward good behaviour through the issuing of house points.
- Ensure children follow playground protocol at the end of lunchtime, lining up quietly and sensibly before handing over to their class teacher.

4. ENCOURAGING POSITIVE BEHAVIOUR

All members of staff use the school values to promote and model positive behaviour, and follow a consistent approach when dealing with good behaviour, allowing for the needs of the individual.

Excellent behaviour in school is secured through reinforced learning expectations, clear learning routines, structures and positive relationships between staff and pupils.

Rewarding good behaviour

We believe the ideal rewards are the intrinsic rewards such as good relationships, a stimulating curriculum and positive role models.

Rewards for positive behaviour include:

- praise
- certificates
- recognition in celebration assembly
- house points
- stickers
- sending the pupil to the headteacher/assistant headteacher/phase leader for praise
- displaying pupil work
- talking to parents/carers

House points

Each child is a member of one of four house teams; Blackdown, Mendip, Polden or Quantock and can accrue house points weekly for their house.

House points will be awarded to children for good behaviour, as well as good learning and showing behaviours that reflect our school values.

Class teachers are responsible for giving and recording these on Class Dojo. If other staff want to give house points, they must discuss this with the class teacher in order to help ensure there is consistency within the class and school.

It is expected that staff will regularly praise good behaviour verbally and promote high expectations of both work and behaviour. For every 30 house points awarded to a child, a certificate will be awarded as listed below. These are cumulative totals.

House points will never be taken away from children/houses.

Our rewards system is designed to last for a year with the children who achieve the greatest number of house points achieving the highest certificate towards the end of the year.

To achieve consistency, the following guide shows approximately when children should be achieving the school certificates:

Autumn 1	30 points	Bronze
Autumn 2	60 points	Silver
Spring 1	90 points	Gold
Spring 2	120 points	Platinum
Summer 1	150 points	Diamond

In addition, a weekly 'Cup Assembly' takes place where individual children in each class are praised for good work or good behaviour, and are awarded a special class cup for a week. They are given a certificate to take home to share with their family.

A special cup is awarded to the winning team and it is displayed for a week in the entrance hall. The cup is taken to its place by a child who has displayed positive attitudes to relationships or work that week.

Golden Time

Every Friday afternoon, pupils take part in Golden Time, a positive behaviour management strategy used to reward positive behaviour shown throughout the week. During this time, pupils stop work and spend time doing special, enjoyable activities that may not be on offer at other points during the school week.

A suggested model could be:

Children's names are stuck onto a chart. Names are moved up the chart during the week in time intervals (for example, 20 seconds at a time) for displaying good behaviours – this time can also be lost for making the wrong choices. When the children reach a certain amount of time (for example, 2 minutes), this is banked and can no longer be lost. Children can choose how they spend this time during Golden Time on a Friday afternoon.

5. DEALING WITH UNACCEPTABLE BEHAVIOUR

If a child breaks established class/school rules, there will be a need for sanctions. It is our belief that sanctions consistently and fairly applied by all will result in clear boundaries and therefore good behaviour will be promoted.

However, it is important to remember before we resort to sanctions/punishments that we ensure a child who has misbehaved in some way is given the opportunity to make amends. This process should be:

- understanding of what was wrong with their actions
- understanding the feelings' of others
- feeling sorry/remorse
- problem solving to put it right
- learning for the future

We also firmly believe that it is important at all times to highlight poor behaviour choices – discuss the behaviour and show disappointment at the behaviour choice not the child.

Sanctions

Pupils at Hamp Academy are clear that when they fall short of our high expectations a series of tiered sanctions may apply.

Pupils who misbehave during a lesson will be given a 'Consequence' by their teacher, who will use the language of choice to try and secure a positive outcome.

Pupils who choose to continue to make poor choices will move up the consequence scale. The scale of consequences in the classroom goes from C1 to C4 and is displayed prominently in every classroom.

For unacceptable or disruptive behaviour, the following sequence will be used:

Level	Action to take
	First verbal warning
	Further verbal warnings. Explicit conversation between student and teacher
C1	Formal warning Causing disruption, loss of Golden Time
C2	Failure to improve behaviour Loss of Golden Time
C3	Wrong choices made Possible time out of class, loss of playtime/Golden Time
C4	Continued unacceptable behaviour Removed to isolation by Senior Leader
Internal exclusion	Phone call home to parents. Work provided by teacher that can be completed independently. Parents invited in to discuss behaviour targets.
Fixed term exclusion	Phone call home to parents Letter posted to parents Work sent home with child RFE meeting arranged

Potential behaviours relating to each consequence level can be found in Appendix B.

A pupil's behaviour in school may also influence decisions of participation in school trips, residential trips and extra-curricular activities.

For serious incidents/persistent misbehaviour

Some behaviour may be so serious that a senior member of staff/parents/carers are immediately involved. Behaviour such as:

- Bullying
- Defiance / use of bad language
- Damaging school or others' property
- Assaulting a member of staff – verbal or physical
- Fighting
- Leaving the school grounds without permission
- Behaviour which causes an accident / Health and Safety issue

At this stage, parents/carers will be contacted as exclusion (internal, fixed term or permanent) may be necessary.

Report card system

The decision to place a pupil on a report card is based on an individual case and a discussion between the class teacher and a member of the Senior Leadership Team.

The pupil will remain on it for one week at least and then this is reviewed each week, depending on if a pupil has been deemed to have successfully met their targets. The report card will be signed each day by the headteacher or another member of SLT.

High needs

Some children's challenging behaviour may be as a result of complex special educational needs. For some children a different approach to behaviour management may be needed which the class teacher, supported by the behaviour lead, SENCO and outside agencies as appropriate, will plan and monitor together.

Parents and carers will be consulted over the behaviour plan as will the child him/herself and it will be monitored regularly and developed accordingly.

All children and staff at Hamp Academy will be helped to understand why a particular child might need a different approach. We believe fair is not everyone getting the same - fair is everyone getting what they need.

Please see SEND Policy for further details.

Behaviour beyond the school gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Recording

It is the teacher's responsibility to record rewards and sanctions about their pupils on SIMS. This can be found on pupil records under the behaviour management tag.

Behaviour must be recorded each day and any action taken will also be recorded on SIMS to provide a full picture of behaviour management. This will also be shared with staff to ensure a joined-up approach to behaviour management within the Academy.

Thrive approach

For children with a high level of need, one technique used within the school is the Thrive Approach. We believe that Thrive helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage.

The Thrive Approach offers practical, effective tools and techniques that work, built around a web-based assessment and action planning tool, underpinned by a programme of training and mentoring support.

6. CONCLUSION

The behaviour policy has been written in order that we can manage the behaviour in our school in the best possible way. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

A regular review of the policy will be made in line with the School Development Plan to ensure it is pertinent and to decide whether the rewards or sanctions are appropriate.

Appendix A – Rewarding positive behaviour

Achievement Types	House points
Showing respect/manners	1
Following instructions	1
Showing support and encouragement	1
Being inspired by others	1
Having high expectations	2
Hard work and effort	2
Learning from feedback	2
Accepting responsibility for actions and choices	2
Being a good friend	3
Making the right choices (turning their behaviour around)	3
Embracing challenge	3
Supporting a school event	3
Going beyond their best	4
Winning the class cup	4
Star of the week	4
Being a positive role model	4

Appendix B
1 – Levels of behaviour management in school

Level	Behaviours activity types	Action to take
	Minor and low-level disruption: for example, talking off-task, fidgeting, poor concentration, calling out, swinging on chairs and not sitting properly.	First verbal warning
	Continuation of above.	Further verbal warnings. Explicit conversation between student and teacher
C1	Repeated minor low-level disruption (see above) or medium-level disruption: for example, rough play, name calling, not working, rudeness/talking inappropriately and disrupting others.	Formal warning Causing disruption, loss of Golden Time
C2	Failure to follow instructions, disruptive behaviour, inappropriate language, insufficient work.	Failure to improve behaviour Loss of Golden Time
C3	Repeated medium-level disruption or high-level disruption: for example, shouting at adults, not responding to adults, swearing and persistent refusal to follow instructions.	Wrong choices made Possible time out of class, loss of playtime/Golden Time
C4	Seriously violates the rights of others and shows no signs of wanting to improve. Physical violence, damage to property, physically or verbally aggressive.	Continued unacceptable behaviour Removed to isolation by Senior Leader
Internal exclusion	Repeated C3 and C4 may result in internal or fixed term exclusion.	Phone call home to parents. Work provided by teacher that can be completed independently. Parents invited in to discuss behaviour targets.
Fixed term exclusion		Phone call home to parents Letter posted to parents Work sent home with child RFE meeting arranged

Appendix B
2 – Levels of behaviour management during lunchtime

Level	Behaviours activity types	Action to take
	Minor and low-level disruption: for example, not listening, not using apparatus correctly.	First verbal warning
C1	Repeated minor low-level disruption (see above) or medium-level disruption: for example, rough play, name calling, not listening, rudeness/talking inappropriately and disrupting others.	Bench in quiet area (no more than 5 minutes).
C2	Failure to follow instructions, disruptive behaviour, inappropriate language.	Sent to Tash Lock. Loss of breaktime.
C3	Repeated medium-level disruption or high-level disruption: for example, shouting at adults, not responding to adults, swearing and persistent refusal to follow instructions.	SLT (duty) Loss of breaktime and lunchtime. Phone call home to parents.
C4	Seriously violates the rights of others and shows no signs of wanting to improve. Physical violence, damage to property, physically or verbally aggressive.	SLT Loss of break and lunchtime following day (this may be more than one day). Phone call home to parents.
Internal exclusion	Repeated C3 and C4 may result in internal or fixed term exclusion.	Phone call home to parents. Work provided by teacher that can be completed independently. Parents invited in to discuss behaviour targets.
Fixed term exclusion		Phone call home to parents Letter posted to parents Work sent home with child RFE meeting arranged

Appendix C – De-escalation strategies

Strategies to support emotional development and prevent challenging behaviour in the longer term:

- Fresh start each day (don't talk about past difficulties);
- Small breaks when needed;
- Opportunities for lots of physical exercise;
- Play opportunities and outdoor play with full engagement of adult (to process past traumas);
- These play opportunities are a provision and not used as a reward or taken away as a sanction;
- Creative arts that are open ended with no end product specified i.e. paint, clay, model making etc. (therapeutic);
- Prepare for change/transitions so the child is clear about what is happening;
- Visual timetable;
- Play with one other child, gradually building up the numbers;
- Differentiation of work- simplify this down, or make it practical/play based so they can work independently;
- Small achievable chunks of work-based tasks;
- Scribe for written work, or alternative recording if needed;
- PSHE work if the child is able to access it;
- Simple home/school communication - no negatives - fresh start;
- Major incidents discretely communicated to parent;
- Ensure child always has an activity to do. Open/waiting times will be difficult;
- Safe place identified where the child can go when they feel angry;
- Calm box with calming activities.

A selection of possible strategies that can be used during an aggressive incident (taken from SEBSS de-escalation training):

- Be aware of the 'anger mountain' and that it can take hours to calm down after an incident;
- Identify triggers and warning signs to intervene early and encourage calming activities;
- Encourage use of safe place/calming activity;
- If the child finds themselves a safe place i.e. by climbing under a table, do not try to coax them out;
- Calm, controlled and empathic response from trusted adult;
- Don't threaten sanctions;
- Give empathy i.e. 'I can see you're angry' or 'Are you upset because...';
- Keep language short and simple;
- Don't lecture/put down/interrogate;
- Non-confrontational - leave them a way out with dignity;
- Negotiate a simple alternative - be flexible;
- Simple positive choice;
- Always show you care, even when things are not going well;
- Only key staff involved who the child trusts (don't over crowd them with too many adults);
- Seek help from another member of staff if things are not working. Only seek help from senior staff for safety reasons;
- Positive talk - tell the child what to do rather than what not to do i.e. 'Put the stone down' instead of 'Don't throw the stone';
- 'Plan C' i.e. drop your expectations for the moment;
- Try not to take what they say personally - they are just communicating their distress. The behaviour has come from a feeling - probably anger or anxiety;
- Remember body language - give them space and time;

- Try to distract/diffuse;
- Take some blame, 'I'm sorry, I should have...' to help give them a way out;
- Model positive behaviour and politeness yourself;
- Many children do not feel comfortable with touch and so physical restraint should only be used as a last resort for serious safety reasons;
- Establish an emergency procedure - use of phone/ walky talky if necessary.
- Log on SIMS.

De-briefing after an incident:

- To be kept as brief and simple as possible (too much language will confuse);
- Allow enough time for the child to be calm (can be next day or so);
- Best done with key trusted staff;
- Don't insist on them saying 'sorry' (a very complex emotion) - instead try 'How can we make things better' and move on if they cannot cope with this;
- Don't talk about the negative behaviour to others in front of child;
- Move on quickly and make a fresh start;
- Keep it simple and brief -What happened? What could you have done? Cartoon style drawing may help (if they are able to);
- How could we have helped you? Or, what would have helped?(if they understand this);
- Adult can say 'I felt sad when you...';
- Repair and rebuild relationship;
- Complete ABCC chart (adults only) after the event. How could the situation have been prevented? What are the child's needs? What was the child communicating through their behaviour? What caused the anxiety/anger? What changes need to be made to avoid this happening again?
- Log on SIMS.