



Hanbury CE First School

Written Statement of Behaviour Principles

Adopted by	Hanbury CE First School Governing Body
Governors' Committee Responsible	School Improvement Committee
Status & Review Cycle	Annual
Staff Lead	Head teacher & Staff
Date of approval	November 2025
Review date	November 2026

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture
 We build resilience for life
 We are outward looking
 We celebrate every step forward

At Hanbury, we believe that all 'Flourish Through Love and Nurture.' At Hanbury, we believe that all children are given the opportunity to flourish in our care to progress socially, emotionally and academically so that they are prepared for the next steps in their lives and to become positive global citizens. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. We have a zero-tolerance approach to any form of Sexual Violence/Sexual Harassment.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school where pupils and staff flourish in safety and dignity.
- Promoting respect, citizenship, self-esteem, self-discipline and emotional intelligence through our Christian values
- Preventing bullying (including cyber, prejudice-based and discriminatory)

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Values

Building our school community on the Christian values of Friendship, Kindness and Compassion, Forgiveness, Endurance, Respect and Trust, seeking opportunities for co-operation, collaboration, sharing and teamwork is at the heart of our behaviour policy. These are some of the values that underpin the expectations that we have for the conduct and attitude of all pupils at Hanbury School. In order to bring about the best outcomes for our children we seek to work with and support parents as we embed these values throughout our school.

We believe that:

- Every pupil should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors should be free from any form of discrimination
- All members of our community must behave in a positive and respectful manner towards each other.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour, self-discipline and mutual respect

We will:

- Encourage good conduct and deal appropriately with unacceptable behaviour.
- Use rewards, sanctions and reasonable force consistently in line with the behaviour policy
- Expect children to take responsibility for their actions and understand that there are consequences for the choices they make, learning from their experiences
- Have the wellbeing of the child / all children at the heart of any action that we take.
- Protect our children and be alert to any safeguarding issues.
- Expect that all adults (staff and volunteers) set excellent examples to the children in all their work.
- We will seek advice and support from appropriate outside agencies when necessary.
- Work with parents, staff & pupils to achieve our goals through communication systems & early support for developing problems.
- Promote understanding and appreciation of the diverse, multicultural world in which we live.
- Ensure the behaviour policy is understood by pupils and staff.
- Provide staff with bespoke training to ensure they collectively embody the school's vision, so behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.
- The exclusions information in section 11 explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings and develop emotional resilience.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to an adult's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

Whole school expectations

Children will be expected to:

- Walk around school quietly and respectfully.
- Line up quietly and respectfully.
- Keep school tidy, treating the school buildings and school property with respect.
- Be smart, wearing the correct uniform at all times.
- Show respect, kindness and be polite to others.
- Follow and live out our School Christian values.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils by promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be considered and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.



Hanbury CE First School

Behaviour, Exclusions and Anti-Bullying Policy

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Governors' Committee Responsible	School Improvement Committee
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Staff Lead	Head teacher & Staff
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Also see 'Written statement of behaviour principles'

1. Aims

This policy aims to:

- Ensure the school's vision and values are manifested through the behaviour of all its members.
- Support and guide us through the challenges so that we can grow and therefore live our lives to the full, flourishing today and in the future as strong moral citizens.
- Provides a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.
- Ensure relationships are underpinned by the principles of **Friendship, Respect, Kindness, Trust, Forgiveness and Endurance**.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy is based on advice/guidance from the Department for Education (DfE) on:

- Behaviour in schools guidance
- Behaviour and discipline in schools: guide for governing bodies
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Teachers' Standards guidance
- SEND code of practice: 0 to 25 years
- Mental health and behaviour in schools
- School suspensions and permanent exclusions

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in communal areas between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school behaviour expectations
- Any form of bullying
- Violence or intimidation
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/unsafe items.
- Aggression towards pupils and adults, including fighting
- Swearing
- Rudeness/ A lack of respect to staff and other pupils
- Dishonestly
- Racist, sexist, homophobic or discriminatory behavior

4. **Anti-Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is defined by the children in Hanbury CE First School as '*STOP – several times on purpose, someone being mean every day.*'

All pupils have the right to feel safe and secure. No pupil should be made to feel threatened, uncomfortable or subjected to physical aggression. Hanbury CE First School will not tolerate bullying and any incidences of bullying will be dealt with in accordance with this policy. Staff members will be approachable and sympathetic to the concerns and feelings of pupils and parents. If a child feels that they are being bullied, then they or their parents should speak to a member of staff. Such concerns will be taken seriously and investigated thoroughly.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child and Child	Physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

Aims

- To bring pupils to an understanding of the difference between acceptable and unacceptable behaviour through the promotion of responsible behaviour and self-discipline throughout the school
- To encourage pupils to respect themselves, fellow members of the community (including differences) and property
- To provide sensitive and immediate support for pupils who are distressed by the actions of another pupil or pupils
- To provide appropriate support for the child identified as bullying in adapting their behaviour

Procedure

When a member of staff becomes concerned or is made aware that bullying may be taking place it is immediately shared with all members of staff and recorded on the CPOMS system which all staff can report incidents on. It is then followed up in the following way.

- All pupils involved are monitored by staff and the class teacher gathers monitoring evidence and recorded as actions on CPOMS
- The evidence is shared with the parents
- If concerns are not substantiated no further action is taken.
- However, substantiated incidents will be discussed with a senior member of staff and the parents of the pupils involved.
- Class teacher, senior member of staff and parents work together to implement strategies to resolve the situation (see below)
- Strategies are monitored by the class teacher and senior member of staff.
- Strategies and minutes of meetings are recorded on CPOMS

Strategies to resolve issues of bullying:

Strategies employed will be appropriate to the incident being monitored and will include one or more of the following. Both the victim and the bully will be given support in order to resolve the situation and bring about significant change.

- Obtaining an apology from the bully / bullies to the victim.
- Providing opportunities for mediation meetings between the bully and the victim.
- Imposing sanctions against the bullies.
- Sometimes the victim (with support from a teacher) may decide the sanction.
- Insisting on the return of the 'borrowed' or stolen items.
- Holding lessons, class or group discussions, assemblies about bullying.
- Implementing a series of circle times.
- Providing a safe place / environment during school hours for the victim as appropriate.
- Encouraging the bully to change his / her behaviour with guidance and support.
- In cases of extreme bullying advice will be sought from the LA support services and fixed term exclusion will be considered.

Preventative Measures

In order to prevent bullying the following measures are taken:

- All staff are vigilant and observe behaviour and social relationships between pupils in class, at break times and when moving around the school.
- All staff recognise that they have a collective responsibility to all the children in the school.
- Staff will immediately share concerns with other staff if they suspect an incident of bullying and begin the process of monitoring those concerned.
- All staff act as role models and establish high standards of behaviour between themselves, showing courtesy to each other, visitors and the children.
- Lessons are structured so that children are grouped in a variety of ways.
- Children are encouraged to tell a member of staff if they have a concern.

- Posters to encourage respectful behaviour are displayed around school.
- The School Council survey pupils to gain an understanding of how safe they feel
- Children are taught the acronym STOP 'several times on purpose' what should you do? 'start telling other people'

Further information

- It is not bullying when two children of approximately the same age and strength have the occasional dispute.
- Each incident will be treated with the utmost respect for all concerned and dealt with sensitively by staff.

5. Roles and responsibilities

THE ROLE OF GOVERNORS

The governing board is responsible for reviewing and approving the written statement of behaviour principles. The governing board will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The governing body also fulfils its duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Governors, with the head, deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation. The Head teacher routinely updates Governors in the Head teacher's report to Governors each term. Governor monitoring through visits to ensure principles and policy are effective.

THE ROLE OF THE HEADTEACHER AND BEHAVIOUR LEAD

The head teacher and leadership team should be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. The head teacher is responsible for reviewing this behaviour policy in conjunction with the Teaching and Standards committee, giving due consideration to the school's statement of behaviour principle. The head teacher will also approve this policy and regularly report to Governors.

The head teacher will ensure that the school environment encourages positive behaviour and that staff understand the behavioural expectations and the importance of maintaining them and will deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The head teacher also:

- Has access to records of all reported incidents of misbehaviour
- Has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.
- Publicises the school behaviour policy, on the school newsletter and on the school website as it is reviewed annually with notification to parents when this happens through the newsletter.
- Ensures staff receive training which is required for all staff to meet their duties and functions within the behaviour policy.

THE ROLE OF STAFF

- Staff are responsible for: Developing a calm and safe environment, establishing clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently and fairly.

- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. Teaching and modelling positive behaviour, treating other staff and children with respect. Teachers should consider the impact of their own behaviour on the school culture and how they can uphold the school's rules and expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS as required.

The senior leadership team will support staff in responding to behaviour incidents.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*). The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers can confiscate pupils' property.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

ROLE OF PARENTS

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- Ensuring that pupils arrive punctually for the start of the school day and have good attendance.
- Ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- Supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- Ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- Adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

The Home School Agreement

The 'Home School Agreement' is in place to bring about a supportive relationship between home and school and between pupil and teacher. It is in place to give clarity to the vision and commitment that the school has for its pupils. The agreement is in place to promote a 'positive and productive partnership between the home and school' enabling the child to achieve within the school setting. This agreement will be sent home annually in the autumn term. It is expected that parents will share and discuss the agreement with their children.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

6. Rewards and sanctions

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For most children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the focus for rewards and sanctions should be within the classroom, extending to Senior Leadership Team (SLT) where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement. These can be given to individual children, small groups or classes.

Responding to good behaviour

Recognising positive behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Staff use rewards clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Rewards can include the following:

- Written praise e.g. a positive comment on work, house points, report, certificate, stickers.
- Verbal praise e.g. to the child, parent, another adult in school, sticker, positive liaison with parents at the end of the day.
- Peer group praise e.g. a clap, name read out in class assembly.
- Children receiving celebration certificates.
- Giving children positions of responsibility in the classroom.
- House points linked to our school Christian values

Celebrating the school's values

Each half-term our school worship focuses on a different value. Throughout the half-term all staff or governors when visiting will be looking for pupils who through their actions around the school show their understanding of all our school values. These are deeply embedded in our philosophy and approach and are the foundation of all discussions when having conversations about positive behaviour and behaviour that does not meet school's high expectations.

Child/Special Helper of the day

In Foundation and Year 1, teachers and TA's will be looking for small acts of exemplary behaviour all day and recognising these. All children can be the Special Helper and support the Class Teacher.

Lunchtimes

Lunchtime supervisors and Teaching Assistants will deal with behaviour incidents as they occur, personally or by passing onto teacher/SLT if more serious. Communication to teachers (who can then speak to parents as appropriate) is crucial. It is expected that the principles of positive behaviour management and strategies for managing behaviour at lunchtimes are an extension of the classroom. They will also reward pupils with stickers for good behavior.

SAFEGUARDING & SEND

We recognise that pupils may sometimes display undesirable behaviour that may indicate a need that they are unable to put into words. If staff are unduly concerned about a child, they will share the concern with a senior member of staff or the school safeguarding leads as appropriate who may choose to talk to the child or talk with the parents or carers. If at any time, staff responsible for safeguarding become concerned for the safety of a child, the school safeguarding policy will be followed. If the behaviour points to a special educational need the school SENDCo will become involved and action taken.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

Behaviours which may signify emotional and behavioural difficulties

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate, with support and evidence from the Class Teacher, a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator of mental illness, that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will seek support from the SMHL (Senior Mental Health Lead) to ensure their wellbeing is supported and they are provided with strategies to support positive mental health. We will also follow our child protection and safeguarding policy.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes (including report card or progress book) for specific children with behaviour problems after consultation with SLT and SEND Lead.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do.
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

Sanctions

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can sanction that pupil.

To be lawful, the consequence (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any

religious requirements affecting them. Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Reporting and record keeping

Each child has an individual file on our CPOMS management system. Staff record incidents of anti-social / undesirable behaviour on the system including any linked children to incidents (names, dates, main points). This book provides record of the behavioural journey of the child and is used as a monitoring tool. This may be discussed at consultations with the parents or at other informal meetings.

Any incidents of serious misbehaviour that have involved the Head teacher (e.g. safeguarding, sexual, racial, derogatory language, bullying, persistent offender) are also recorded on their file.

- Managing Incidents of Unacceptable Behaviour
- 1st response: a **gentle reprimand** (or a 'look') by a member of staff, having regard to the age and character of the child.
- Consider moving the child next to an adult
- 2nd response: **verbal warning** in the form of a choice (with consequence), this avoids head-on conflict and power struggles, keeping the adult in charge without rendering the child powerless. Clear disapproval should be shown.
- 3rd response: write **name on the whiteboard** for the duration of that lesson only, repeat the choice

Consider time out e.g. outside area under supervision, another group, another class

4th response: write 5 next to name to indicate 5-minute (with regard to the age and character of the child) **loss of next break time/free choice** (can add more in multiples of 5 if needed), the child then discusses the incident with the adult. It is vital that this happens as soon as possible – same day. Parents should be informed of this at the end of the day and the incident **MUST** be recorded in the class Social & Wellbeing Folders with details of the incident and sanction.

Consider child giving verbal or written apology, repetition of an unsatisfactory task - child to assist in rectifying the problem they have caused. Consider child being sent to another appropriate adult to explain their misbehaviour/ referral to SLT/Head teacher.

Further possible consequences of unacceptable behaviour

- Parents informed by phone or letter.
- Parents asked to attend a meeting in school with the class teacher / Head teacher.
- A daily home school behaviour process may be set up.

Final consequences of unacceptable behaviour

- Internal playtime / lunch time exclusions may be given as appropriate.
- Loss of privileges i.e school council, other pupil parliament roles, play leaders and other roles of responsibility
- The privilege of attending after school clubs will be withdrawn.
- Suspensions may be given by the Head teacher or in their absence the Deputy Head.
- A pastoral support plan will be put in place with clearly identified SMART targets (may involve external professionals).

- Exclusion will be considered and discussed with parents.
- As a last resort permanent exclusion will take place and the Governors will be informed (see section 11 for further information on exclusion).

It is important to state that at all times our goal is to enable children to improve and correct their behaviour however, any of the above stages may be escalated if there is a significant incident. At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.

Detention

Teachers have a legal power to put pupils (**aged under 18**) in detention. We use detention (within school hours) as a sanction.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions within school hours.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. Head teachers have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items such as: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. We assume it is happening and encourage pupils and parents to inform us as soon as possible.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. 'Unwarranted' behavior includes pulling up skirts/trousers, using sexualised language and is including under this area.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will include sanctions listed in section 6:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

- Please refer to our child protection and safeguarding policy for more information

Behaviour outside of school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7. Malicious allegations

Allegations of abuse will be taken seriously, and we will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported, but may be necessary to protect pupils/staff from further incidents.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Regularly refer to behaviour expectations
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

The use of reasonable force

Please see Positive Physical Intervention Policy for more detail

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Force **cannot** be used to search for items banned under the school rules. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power. Some staff are trained on how to use physical restraint, if it is necessary to use positive handling appropriate paperwork is filled in immediately.

Please Note: Parental consent is not required to restrain a pupil.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have a 'move-up' session with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Exclusions

Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

The decision to exclude

Only the Head teacher, or Acting Head teacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the head teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.

Consider if the pupil has special educational needs (SEN). If the child has SEND needs then the 'graduated response' will be used to assess, plan, do and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, then early contact with the local authority about the behavioural issues and an emergency review of the plan might be needed. Where we have serious concerns about a pupil's behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

NB: For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and responsibilities

The head teacher:

Informing parents

The head teacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a suspension, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The head teacher will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 school days of a suspension, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The head teacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay. For all other exclusions, the head teacher will notify the governing board and LA once a term.

The governing board

Responsibilities regarding exclusions is delegated to a 'Hearings Panel' set up by the governing board (which consists of 3 governors).

The Hearings Panel has a duty to consider the reinstatement of an excluded pupil (see following section).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the LA with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a pupil

The Hearings Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent.
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term.
- It would result in a pupil missing a public examination.

If requested to do so by parents, the Hearings Panel will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

The Hearings Panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Hearings Panel will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the head teacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Hearings Panel will notify, in writing, the head teacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Hearings Panel decision will also include the following:

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made.
 - The name and address to whom an application for a review should be submitted.
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion.
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review.
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.

- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Hearings Panel of its decision to not reinstate a pupil.

The independent panel will decide one of the following:

- Uphold the governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Returning from a fixed-term exclusion

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. Measures may be implemented when a pupil returns from a fixed-term exclusion, such as agreeing a behaviour contract or internal isolation.

Pupil support parallel groups/classes

A pupil support group/class is a planned intervention occurring in small groups and in place of mainstream lessons. The underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach should be aligned to the culture of the whole school and compatible with the school's behaviour policy.

11. Guidance on specific behaviour issues:

Child-on-child sexual violence and sexual harassment

We are clear that sexual violence and sexual harassment are not acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We do not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should follow the correct procedures when reporting of child-on-child sexual violence or sexual harassment offline or online.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should

a victim ever be made to feel ashamed for making a report or their experience minimised. The designated safeguarding lead (or deputy) will make referrals into support services as appropriate.

Behaviour incidents online

As a school, we promote regular safety through whole school assemblies and computing lessons. We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, the designated safeguarding lead (or deputy) will contact the police.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises and therefore parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school.

Mobile phones

At Hanbury, we have a clear policy on the use of mobile and smart technology. Children are not to bring in or use their own mobile devices at school. Any use of school owned mobile devices (in or outside of) school by pupils must be in line with the acceptable use agreement, which is clearly outlined in our online safety policy. Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school behaviour policy, which may result in the confiscation of their device. Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. This is reiterated to all pupils, staff and parents throughout the school year.

Suspected criminal behaviour

When a member of staff or head teacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education (KCSIE), the designated safeguarding lead (or deputy) would take the lead.

12. Linked Policies

- Overview of behaviour system for all staff
- Pastoral Support Plan (master with SENDCo)
- Home school agreement
- SEND Policy
- Equality
- Complaints
- Health & Safety
- Positive Physical Intervention Policy
- Child Protection and Safeguarding
- WCC Exclusion Policy
- Online Safety Policy
- Appendix 1: Home/School agreement

- Appendix 2: Levels of behaviour
- Appendix 3: Language scripts

Home and School Agreement

Child's Name



'Flourishing Through Love and Nurture'

The School's Agreement

We will

1. Provide a safe, well organised and stimulating environment to enable children to flourish.
2. Provide a broad, balanced, deep and enriching curriculum that challenges and supports children in making progress in learning.
3. Support children to thrive socially, spiritually and emotionally with an understanding of fundamental British values.
4. Maintain excellent communication with parents/carers to ensure positive home school relationships.
5. Ensure we live out our Christian Vision and Values which thread through everything in school.
6. Be fully committed to safeguarding all children in our care.

Signed..... Date.....

The Parent/Carer's Agreement

I will

1. Prepare my child for school so they are punctual and ready to learn.
2. Ensure my child attends regularly and notify school of any reason for absence.
3. Inform the school of any health or wellbeing concerns that may affect my child's learning.
4. Fully support school's policies and guidance.
5. Engage with and read shared communication, including the weekly newsletter, to ensure you are prepared and understand school activities.
6. Actively participate in the home school relationship to ensure the best possible outcomes for my child.
7. Support with my child's learning at home.
8. Encourage my children to do their very best.

Signed..... Date.....

The Pupil's Agreement

I will

1. Attend school regularly wearing the correct uniform and looking smart.
2. To try my best in all of my learning.
3. Show our six school values of Respect, Trust, Kindness, Endurance, Friendship and Forgiveness in all that I do.
4. Be a great team player.
5. Be willing to make mistakes as the first step in my learning.
6. Be responsible for myself and the school environment.
7. Celebrate every step forward in my own and others' learning.
8. Be proud of my achievements.

Signed..... Date.....

Level 1	
Positive behaviours that enable a child to enjoy positive relationships, learn, achieve and succeed	Recognition and consequence
<ul style="list-style-type: none"> - Follows our school values - Follows our school rules - Follows the good listening and talk rules (oracy) 	<p>Positive behaviour will be recognised by staff through:</p> <ul style="list-style-type: none"> • A smile • Non-verbal signals e.g. thumbs-up • Verbal praise and recognition of their good behaviour • More responsibility/leadership <p>Children may earn:</p> <ul style="list-style-type: none"> • House points • Stickers for recognition and reinforcement • Sharing work/ achievement – go to another class/ another teacher to show work etc • Stars/Headteachers awards in celebration assembly– recorded praise • Parents informed of success SeeSaw • Peer acknowledgement
Level 2 Behaviours	
Misbehaviour that can be effectively managed by all staff.	Behaviour improvement strategies and consequences
<ul style="list-style-type: none"> - Infringement of Talk Rules developed by children, School Rules and School Values - Disregarding instructions - Minor bad language - spontaneous swearing, insulting or rude remarks - Unsafe movement around the classroom/school e.g. running in corridor - Unsafe use of property/resources causing damage - Insensitivity to others - Telling lies/getting others into trouble - Rough play. <p>Low Level Disruption:</p> <ul style="list-style-type: none"> - Excessive fidgeting - Calling out/ speaking out of turn - Infringement of Talk Rules developed by children, School Rules and School Values - Disrupting/distracting another child leading to non-completion of tasks 	<ul style="list-style-type: none"> - Verbal warning to individual/class - Private discussion with child - Use of 'scripting' (see appendices) to remind pupils of what is acceptable, maintaining positive tone - Reminder of School Rules, Talk Rules, School Values - Repositioning of pupil - Temporary withdrawal of the pupil from the situation - Use of quiet corner/calm box/thinking area (stage and age dependent) - Possible reduction of play privileges and reflection time (teachers have the authority to implement this sanction). - Use of the 'Time Out' when outside.
Level 3 Behaviours	
More serious behaviour that is not so easily managed by staff	Behaviour improvement strategies and consequences
<p>Persistence of Level 2 behaviours e.g.</p> <ul style="list-style-type: none"> - Persistent infringement of class or playground rules - Persistently not taking notice of instructions - - Persistently telling lies/getting others into trouble/name calling - Deliberate use of language to hurt others (includes verbal and written abuse online) - Deliberate destruction of another's or school property or another child's work <p>Also</p> <ul style="list-style-type: none"> - Bullying behaviours - Answering back/shouting out excessively - Refusal to work or cooperate - Stealing/intent to steal 	<p>All incidents of unwanted behaviour will be logged on CPOMs by the member of staff dealing with the incident. This will enable staff to identify triggers and trends and develop support and intervention plans.</p> <ul style="list-style-type: none"> - Class teachers must inform the Headteacher, SENDCO and Behaviour and Inclusion lead of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequence, or whose behaviour reflects a sudden change from previous patterns of behaviour. - 'Time out' in the classroom or in another classroom or work space during breaktime/ lunchtime so that the pupil can reflect on their behaviour or continue with the work set by their teacher.

<ul style="list-style-type: none"> - Isolated acts of violence – kicking, thumping, biting etc. - Threatening behaviour - Working or playing in an unsafe manner - Any child-on-child abuse including Physical, sexual or misogynistic language - Provocation 	<ul style="list-style-type: none"> - Removal from the classroom is only used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Families will be informed on the same day if their child has been withdrawn from the classroom. Teachers will use their professional judgement when deciding how long a child should be removed from the classroom. Children must not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. - Pupil may be required to attend reflection time and discuss what had happened, who was affected by the behaviour and what needs to happen next. - Targeted intervention sessions may need to be scheduled. - Pupil takes responsibility for their actions and restores relationships e.g. apologising to staff/pupil verbally or in writing, replacing purposefully broken items. - Pupil catches up with missed work so that they are ready for the next lesson. This may involve them completing their work supervised during a play or lunchtime. - Teacher discusses concerns with parents. This solution focused conversation will outline areas of difficulty, identify areas for improvement and develop strategies that will help the child to secure more positive behaviours. Wherever possible, the child will be present for at least part of this discussion. <p>An individual child centred behaviour improvement plan to be implemented for 2-6 weeks and reviewed with a senior leader on a regular basis. Parents will be invited to contribute to the behaviour plan and will be aware of the success against individual targets.</p>
Level 4 Behaviours	
Very serious misbehaviour and/or persistent Level 3 behaviours.	Behaviour improvement strategies and consequences.
<p><u>Persistence</u> of Level 3 behaviours e.g.</p> <ul style="list-style-type: none"> - bad language (includes verbal abuse) - defiance - stealing/intent to steal - Vandalism of school building or property - Dangerous behaviours which put themselves or others at risk of harm - Persistent refusal to obey instructions - Persistent repeated and deliberate incidents of bullying - Persistent major disruption of class activity Also - If individual behaviour improvement plan has not worked - Leaving learning environment without consent - Violent hitting/kicking/fighting 	<p>In the event of dangerous and harmful behaviours staff will:</p> <ul style="list-style-type: none"> - Send a message to the office in order to alert a Senior Leader to the severity of the situation and get help. - The scripting approaches will be used to de-escalate the situation (see appendices) and keep everyone safe. - If necessary the pupil will be removed from the situation or bystanders removed from the scene. Pupil to be supervised in a safe space whilst they regain control of their emotions. - If staff were required to use positive handling techniques to ensure safety and wellbeing, they will log it in the red Bound and Numbered Book for Positive Handling incidents. This will be shared with parents at the earliest opportunity.

<ul style="list-style-type: none"> - aggressive violent behaviour, causing deliberate injury - Aggressively threatening behaviour towards staff/parents/pupils 	<ul style="list-style-type: none"> - A meeting with Senior Leaders and relevant members of staff arranged to discuss strategies and next steps - Staff and parents will continue to explore the context of the behaviour and whether there may be an underlying cause. They will assess the possibility that the child experiencing social, emotional and mental health difficulties. Reference will be made to the SEN Code of Practice and SEND policy. - Where appropriate an individual positive behaviour plan and risk assessment will be completed in partnership with parents with the pupil, teachers and any relevant outside agencies. The team will assess whether a reduced timetable may be beneficial. - The involvement of outside agencies will be secured e.g. the Local Authority Behaviour Support Team, Educational Psychologist, Children and Young People’s Service, Social Care. - Interventions e.g. ELSA, pastoral support - Pupil temporarily excluded from classroom and supervised by senior teacher or a suspension from school. The local authority will be alerted to the risk of permanent exclusions and risk of further suspensions.
Level 5 Behaviours	
Persistent or escalating Level 4 behaviours	Behaviour improvement strategies and consequences
<p>Improvement has not been secured. Interventions have not secured change and the child remains at risk of permanent exclusion.</p>	<ul style="list-style-type: none"> - Continued support and intervention through the SEND Code of Practice if appropriate. - Continued outside agency involvement. - The benefits of time-limited attendance at an alternative education setting to improve behaviour, a managed permanent move to another mainstream school and fresh start will be considered alongside the possibility of a request for a placement in a specialised setting. - Potential suspension (also known as fixed term exclusion) or permanent exclusion from school.

Emotional Regulation Script- Hanbury CE First School

✓ Key principles for consistency:

- Use the same wording **school-wide** so children know what to expect.
- **Stay calm and neutral**; avoid long explanations during heightened emotions.
- **Teach and rehearse scripts proactively** (e.g., during circle time) so they become familiar

1. Naming and Normalising Feelings

- “I can see you’re feeling [angry/sad/frustrated]. It’s okay to have big feelings. Let’s find a way to help your body feel calm.”
- “All feelings are okay. It’s what we do with them that matters.”

2. Pause and Breathe

- “Let’s stop and take three slow breaths together.”
- “Smell the flower... blow out the candle.” (gesture with hand)
- “Hand on heart, feel it slow down.”

3. Giving Choices for Regulation

- “Would you like to take a break in the calm space or stay here and breathe with me?”
- “You can squeeze the ball or count to ten with me—what feels best for you?”

4. Problem-Solving After Calming

- “Now you’re calmer, let’s talk about what happened.”
- “What do you need to feel ready to join in again?”
- “Next time, what could you try instead?”

5. Positive Reinforcement of Effort

- “You calmed your body all by yourself—great job.”
- “I noticed you took a deep breath instead of shouting. That helped you.”
- “You’re showing control—well done for using your strategy.”



Shared scripts

for all staff
when working with
children's behaviour

Shared Language for Addressing Low-Level Disruption

This document provides consistent language prompts that staff can use to address low-level disruptive behaviour while supporting executive function development.

Using shared language helps create a calm, predictable environment and reinforces positive behaviour across the school.

Choice & Consequences	<ul style="list-style-type: none"> - "If you are choosing to...you are choosing..." - "You can choose this... or this..." - "Do you want this to be easy or hard?"
Attention & Instruction	<ul style="list-style-type: none"> - "Important information is coming... One... Two... Three..." - "What was my first instruction? Second? Third?" - "My turn... your turn..."
Positive Reinforcement	<ul style="list-style-type: none"> - "I can see... are doing what they should be." - "Who can I say thank you to?" - "Counting up..."
Safety & Boundaries	<ul style="list-style-type: none"> - "If I see..., that is not safe. The consequence will be..."

“One of the most effective levers for changing school culture is developing a shared language around behaviour—something the Education Endowment Foundation identifies as key to building consistency, clarity, and trust within a school community.”

— Derby Research School, referencing the EEF Behaviour in Schools Guidance Report



For neurodivergent pupils specific scripts will be used and will be developed alongside the SENDCO.