



Frank Field Education Trust

Behaviour Policy and statement of behaviour principles

Handforth Grange Primary School

Date prepared	July 2023
Implementation Date	September 2023
Frequency of Review	Annually
Review Date	September 2024

Social Justice through Excellence in Education

Purpose

Good behaviour is central to a good education. Behaviour needs to be managed well so that schools can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

(DfE Behaviour in Schools Advice for headteachers and school staff, July 2022)

Aims and expectations

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

At Handforth Grange, our aim is to create an environment in which behaviour is excellent enabling pupils to learn and feel safe. To create this environment staff and children need to be continually working to maintain high standards of behaviour.

Staff will be trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

We believe that schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

At Handforth Grange Primary School we recognise the value of:

- A consistent practice throughout the whole school
- High expectations of behaviour
- Rewarding good behaviour and discouraging undesirable behaviour
- Positive attitudes to learning
- Developing a sense of pride in our achievements.
- Enabling every child to achieve their full potential.
- Working closely with parents

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Leadership and Management

Roles and responsibilities

The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher and Deputy head

The headteacher and deputy head are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils..

They will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support where necessary.

They will ensure that the data from the behaviour log (CPOMS) is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

› Recording behaviour incidents (see appendix 3 for a behaviour log)

Phase Leaders and SLT will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

Parents will be asked to sign a behavior contract in Reception or when joining the school to show their support and acceptance of our school policies.

Handforth Grange Vision

At Handforth Grange we have the very highest expectations of academic success; behaviour; excitement and fun, based on exceptional teaching and learning in a beautiful school environment.

Over-arching principles

- ✓ We have high expectations of all pupils' behaviour and plan our systems accordingly.
- ✓ Pupils are responsible for their own behaviour and we focus on honesty.
- ✓ Adults are positive with pupils; use the language of choice; celebrate success and even where behaviour doesn't meet high expectations the onus is on all parties making a fresh start.
- ✓ Everyone is consistent in their approach to behaviour management and it is clear that, through a focus restorative justice, actions have consequences.

Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Hand any mobile phones in to the office at the start of the day and not use them on the school site.
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

School Rules

- WORK HARD – We all have a right to learn and to teach.

- BE NICE – We all have a right to be safe
- CREATE SOMETHING BEAUTIFUL - Treat each other and the school with respect.

At Handforth Grange Primary School we have very high expectations of pupils' behaviour and have 3 clear rules. They should:

WORK HARD – We all have a right to learn and to teach.

- Pupils should enter the classroom and sit silently so they are ready for learning.
- Pupils should sit appropriately on their chairs (4 legs on the floor and sat up straight) on the carpet (legs crossed and hands on their lap).
- Pupils should be taught to listen attentively (by looking at the speaker) and to raise their hand to speak, sensibly at all times.
- Pupils should be taught to work co-operatively; to undertake different roles in a group; to listen to others; negotiate and take turns.

BE NICE – We all have a right to be safe

- Pupils should be respectful of each other at all times – no intentional disrespect should go unrecognised.
- Pupils should be supportive of each other – no derogatory comments/responses should go unrecognised.
- Pupils should be taught to and encouraged to be supportive of one another verbally within the classroom.
- Pupils should place their hands up to speak (or the manner stated by the class teacher) and ensure they take turns.
- Pupils should be respectful of all adults at all times. They should be mindful of what they say and how they say it and how they react to disappointment.
- Teachers should practice the following transitions in silence:
 - I. Door to carpet
 - II. Carpet to tables
 - III. Tables to carpet
 - IV. Tables to door
 - V. Lining up
 - VI. Collecting bags and coats
 - VII. Handwashing/toileting

CREATE SOMETHING BEAUTIFUL - Treat each other and the school with respect

- Pupils should look after the schools equipment as well as one another's.
- Pupils should aim to produce high quality, beautiful work in their best handwriting at all times.
- There should never be any graffiti, destruction of books or property.
- The pupils should follow the schools presentation expectations
- Displays should illustrate high expectations of children's work and the fun, exciting activities they have completed.
- Pupils should not drop litter.

Rewards

At Handforth Grange we know that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and

ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Dojo points
- Notes home, emails or phone calls home to parents
- Certificates in Friday's Achievers assembly
- Special responsibilities/privileges
- Whole-class or year group rewards, such as a popular activity

Sanctions

Where behaviour of pupils does not meet our high standards, which will inevitably occur occasionally we will apply sanctions following these principles:

- 1) Respect (In terms of our relationship)
- 2) Honesty (Faces up to the effect of the action)
- 3) Restoration (Tries to make it better)
- 4) Fresh Start

1 or more of the following sanctions may be used in response to unacceptable behavior:

- A verbal warning
- Expecting work to be completed at break or lunchtime or at home
- Detention at break or lunchtime
- the setting of written tasks such as an account of their behavior and what to do differently next time
- Sending the pupil out of the class to another class
- the loss of a prized responsibility or extra-curricular activity such as playing for the school football team or attendance on an award trip
- school based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff (Phase Leader or SLT)
- Letters/Emails or phone calls home to parents
- Agreeing a behaviour support plan
- Introducing a reward chart
- Suspension
- and • in the most serious of circumstances, permanent exclusion

Definitions

Sanctions will be applied for both **misbehaviour** and **serious misbehavior** and are outlined below.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, during assemblies, and at break and lunchtimes or after school or breakfast club
- Non-completion of classwork or homework
- Low level poor attitude
- Swearing (unless directly to or about staff – this is classed as serious misbehavior)
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- treating an adult with deliberate disrespect.
- Any form of bullying
- 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
- Theft
 - Fighting /intentionally harming an individual
- Smoking/ Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons including replicas
 - Alcohol
 - Mobile phone
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The system for incidents of **misbehaviour** in class:

- Non-verbal warning – severe look/ignore if looking for a reaction.
- Calm, named warning
- 5 minutes playtime loss and visual warning (Name on the sad side on the board)
- Warning
- 10 minutes playtime loss and visual warning (Small cross next to their name)
- Warning
- 15 minutes playtime loss and visual warning (Another small cross)

- Anymore = severe

During lost playtime or lunchtime the pupil will remain under the supervision of school staff and the following will occur where possible with the member of staff who was present when the misbehaviour occurred:

- Teachers should talk calmly to the child.
- Emphasis should be placed on the effect of their actions.
- Emphasis and reference to school rules
- If 5 minutes – teacher/child discussion about behaviour
If 10 minutes – teacher/child discussion and restorative work (letter/ABC form)
If 15 minutes - teacher/child discussion and restorative work (letter/ABC form)
- Emphasis placed on having a better next session.
- Fresh Start – do not comment on behaviour again once consequences are complete.

The system for incidents of **misbehaviour** at play and lunch times:

Teachers and all other staff should apply the following structure if there is an incident of misbehaviour in the playground:

- Warning given (calmly)
- Discuss the problem/situation with all parties individually
- Think Tank 5 minutes
 10 minutes
 15 minutes } Dependent on severity or frequency

Mobile phones

Mobile Phones are not permitted during the school day. If a child brings a phone into school they must hand it into the main school office as soon as they enter the building, it will then be kept in a named envelope and can be collected by the child at the end of the school day.

If a child is seen using their mobile phone within school time, they will be asked to hand it in to a member of staff and delete any photos which may have been taken. Their parent will then be called to collect the phone and check that they have done this. This will be followed by a 1 day loss of play and lunchtime break as a sanction.

The system for incidents of **serious misbehaviour** (at anytime)

- Children will miss 1 full day’s play (playtime and lunchtime) for serious misbehavior. Staff should allow reasonable time for the pupil to eat, drink and use the toilet this will be separate from their class.
- A staff member will have a discussion with the child based on honesty.
- A Restoration act will be completed (Letter for child/adult, or ABC form)
- Parents of all those involved in the incident will be informed
- Write it up on CPOMS to ensure all incidents are logged accurately.
- Record any actions if needed on CPOMS including when spoken to parents
- Fresh Start following the sanction.

- > **If a second incident** should occur which is related to the first, this will result in missing 2 playtimes and lunchtimes and a meeting with the teacher and parents is arranged either in person or via zoom
 - > **A Third incident** if related to the first and second = Miss 3 playtimes and lunchtimes and a meeting with the teacher and/or phase leader is arranged with the parents
 - > **A Fourth Incident** = Miss 4 playtimes and lunchtimes and a meeting with the Deputy Head and the parents is arranged and letter/email sent home.
 - > **A Fifth incident** = Miss 5 playtimes and lunchtimes and a meeting with the Head teacher and the parents is arranged and letter/email sent home.
- Related incidents are reset at the end of each half term unless considered necessary due to the timing or nature of repeated incidents.
 - See appendix for sample letters to parents about their child's behaviour.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils (with the exception of mobile phones which will be returned to the parents).

- Knives or weapons including replicas
- Alcohol
- Mobile phones
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Removal from classrooms

In rare instances, pupils may be sent (with their school work) to a classroom neighbour, or the Deputy Head's or Headteacher's office during lessons to complete their work if they are disruptive, and they will be expected to complete the same work as they would in class.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- > Restore order if the pupil is being unreasonably disruptive

- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of 5 days depending on the nature of the incident and the number of previous incidents. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a designated adult regularly
- Use of teaching assistants
- Smaller group work
- Working with SLT
- Reward charts which will be checked at the end of each day by a Phase Leader or Deputy head
- Behaviour Support Plan

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- 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 (see appendix 3 for a behaviour log)

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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Meetings with parents
- Speaking to the police
- Separation from the victim
- Adult supervision of play time/ lunch time
- Adult escorting child to the toilets
- Suspension or exclusion

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.

Anti-bullying strategy

Bullying is defined as the repetitive, intentional harming of 1 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 can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy which is available on our website.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- 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).

All children in Year 3-6 have the opportunity to attend a residential in the year. Prior to the visit, all children will sign a behavior contract which outlines the expected behavior whilst away from school. In very rare circumstances, it may be necessary where pupils have exhibited repeated and recent serious misbehaviour, even with modifications and adaptations, to be prevented from attending a school trip or residential due to the potential risk to pupils and staff. This would be discussed with parents prior to the decision being made.

Supporting pupils following a sanction

Following a sanction and within the teacher/ child discussion time, they will discuss how to improve their behaviour for the future and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person verbally or in a written letter. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

Pupil support and SEND

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.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCo) will evaluate 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 will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

EYFS

The EYFS within Handforth Grange follow the whole school approach and positive behaviour management strategies however we also recognise that there may be subtle differences to support their social and emotional process. All children are involved in regular discussions about class expectations and praised for upholding these. The emphasis is on creating a happy, stable environment where adults and children respect each other and enjoy their time in school.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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 follow our child protection and safeguarding policy.

Recording incidents

Any minor incidents which result in the child being kept in for the whole of playtime (15 minutes) or more (lunch time) as a sanction or any serious incidents should be recorded on CPOMS and the following things recorded:

- *Full names of the children involved (use the linked students tag)
- *Details of what happened and accounts from individuals after being investigated.
- *Details of what actions were taken, including any sanctions
- *Details of any follow up actions if needed
- * Details of the people informed of the incident – this could be teaching assistants, class teacher, SLT, parents, police, governors

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
- › Display the school rules within their classroom
- › 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 both verbally and non-verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Following the system detailed in this behavior policy for dealing with low-level disruption, other minor behavior incidents and severe incidents
- Using positive reinforcement

Before and After School

- A member of staff will be on the gate (park, ginnel and reception) from 8.30am to 8:45am
- Children will be greeted at the gate and will walk to their classrooms where they will be greeted by a teacher/TA.
- As they enter the school they should continue to walk sensibly and quietly along the left hand side of the corridor.
- Bags and coats should be placed neatly in to cloakrooms and/or lockers.
- There should be a task/activity on the board for the children to begin immediately.
- When leaving the school building, the children should have all of their belongings. They should line up sensibly and quietly.
The teacher should then lead the children out of the building remaining in a straight line until they are given to their parents/carers.

Corridors

- All children should walk quietly and sensibly through the corridors.
- Children should walk along the left hand side of the corridor in an organised manner.
- If a member of staff becomes aware of children not walking sensibly the children should be spoken to and the class teacher made aware.
- Around school children should all look smart with shirts tucked in.

Assembly

- All children should be led to assembly by a member of staff ensuring children are walking in a beautiful, calm and silent line.
- Children should walk along the left hand side of the corridor.
- All children will enter the hall in silence, looking smart and sit down sensibly.
- There will be a question on the board for the children to think about whilst the other children enter.
- Reception, Year 1 and Year 2 children will enter and exit the hall via the main corridor entrance.
- Years 3 and 4 will enter and exit the hall through the Year 3 or 3/4 external classroom door and the side hall blue doors.
- Years 5 and 6 will enter and exit the hall through the Year 3/4 classroom door and the side hall blue doors.
- Any staff in the hall during assembly have responsibility for the children throughout the assembly and should praise good choices in a non-verbal manner.
- A staff member for each class will come to the hall to walk their children back to class.
- The person leading assembly will then instruct specific classes to leave in a sensible and silent manner.
- Whilst other classes exit the hall, the other children should remain silent unless still singing.

Break

- Children should be taken by the teacher to the playground where the members of staff on duty will take over responsibility.
- The children should walk down the stairs and through the corridors on the left hand side in a sensible and calm manner.
- If any children have to complete work, they should do so in the care of the member of staff who has kept them in.
- There is a timetable in place for staff to follow in relation to duties.
- Staff members should place themselves strategically around the playground to help prevent incidents from occurring.
- Staff members should seek to interact with the children through conversations or games.
- At the end of playtime a staff member for each class will come outside to collect their children
- The staff member on duty will ring the bell once to indicate to all children to pick up any equipment and walk to their lines
- On the second bell the children will be quiet and will respond to the teacher when they say "Good Morning Handforth Grange" with "Good Morning (and the teacher's name).
- Once all classes are ready, they should be led back in to the school building by their staff member, in silence and along the left hand side of the corridor in one straight line.

Classroom

Classroom teachers should have discussions with the children at the start of the school year/term (which are then referred to throughout the school year) to set clear classroom expectations based upon the three school rules. These should be displayed attractively in the classroom.

To ensure good classroom behaviour is achieved teachers and staff should ensure:

- Respect is shown in planning exciting, well-organised, well-differentiated and challenging lessons.
- There is good classroom organisation, tidiness, access to appropriately labelled resources as well as exciting and thoughtful displays.
- There are well planned and orderly transitions within the classroom and very clear expectations with regard to behaviour and noise level. Teachers and staff should lead by example and demonstrate this to the children.

Lunch

- Children in EYFS will be walked into the hall by their members of staff for their lunch
- At 12 o'clock, the rest of the children prepare for the daily run
- Children in Year 6 will make their way straight to the hall from their run using the external doors.
- Children in Year 1 to 5 will play until they are called in for their lunch (Year 1 and 2, followed by 3 and 4 and 5) where they will be lined up outside
- Once in the hall, children should line up calmly to collect their food.
- Children on packed lunches will walk to the right to collect their lunchboxes. Children on hot dinners will walk straight ahead and line up.
- Children can sit where they choose to enable them to socialise appropriately.
- The coats (when necessary) can then be placed on the back of the children's chairs, ready to place back on when then have finished.
- Children will then scrape their dishes when they have finished eating and pick up any dropped items.
- The children will then walk calmly outside on the left hand side of the corridor.
- The middays and TAs should be placed strategically around the school building;
1/2 member/s of staff in the hall

1 member of staff lining children up outside

3 members of staff outside

- No pupils will be allowed to return inside the building without adult permission
- All staff should challenge any child who is inside unsupervised
- Any child caught inside will be placed within the think tank.
- If staff require children to be inside they must supervise them
- Members of staff should encourage active play (i.e. skipping) and correct use of equipment by joining in.
- Any child not following rules will be placed in the think tank.
- Serious breaches of the rules:
 - i. Hurting someone deliberately
 - ii. Being openly disrespectful
 - iii. Deliberately breaking equipment

This will result in children being sent to Mr McCurrie or a member of SLT.

- All teachers will come outside to collect their class before the bell goes at 1:00pm
- On the first bell, the children will walk sensibly to their line
- On the second bell the children will be quiet and respond to the staff member who says "Good afternoon Handforth Grange" with "Good afternoon (and the staff member's name)"
- When the children are ready the staff member will lead them in to the building sensibly and quietly.

Pupil transition

To ensure a smooth transition to the next year, pupils have a transition morning with their new teacher(s) in July. In addition, staff members hold transition meetings to discuss the children's needs.

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.

At the start of each term pupils are reminded of the school rules and given examples of good behavior. Teachers practice modelling that behavior especially the transitions through the school building at the beginning of the year and throughout where necessary. Assemblies are also held throughout the year to remind children of the expectation for their behaviour and weekly celebration assemblies are held to encourage good behavior choices by all.

Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development. Behaviour scenarios are also looked at during staff meetings on a regular basis.

Malicious allegations

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.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and/or deputy head and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the headteacher and/or deputy head.

Links with other policies

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Child protection and safeguarding policy
- › Anti-bullying strategy
- › Child friendly anti-bullying strategy
- › SEN policy

Appendix

Example of behaviour letter to parents

Dear parent,

Following my previous phone call regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me before or after school so we can discuss a way forward. Please contact me via the school office on admin@handforthgrange.com to let me know your availability.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Example of second behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____ has continued to make poor behavior choices.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the deputy head, the special educational
needs co-ordinator and myself, to discuss how we can best support your child in improving their be-
haviour.

Please contact me via the school office on admin@handforthgrange.com to let me know your avail-
ability.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____