



# Frank Field Education Trust

## **Behaviour Policy and statement of behaviour principles**

Handforth Grange Primary School

Date prepared	July 2024
Implementation Date	September 2024
Frequency of Review	Annually
Review Date	July 2025

***Social Justice through Excellence in Education***

## Aims and expectations

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- 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

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 and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

## › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- › 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

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:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

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

### The headteacher

The headteacher is responsible for:

- › Reviewing and approving this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

Phase Leaders and the senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Parents**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues

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.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 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

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

We 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

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 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, e cigarettes, vapes 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 warning
- Warning
- 10 minutes playtime loss and warning
- Warning
- 15 minutes playtime loss and warning
- 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, has not handed their phone in, they will be reminded to do so by the member of staff and a warning given.

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.

Exceptions to the rules regarding mobile phones are only permitted for medical purposes.

### 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.

### Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

- 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.

## **Searching and confiscation**

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead or deputy. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting

the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper/cardigan or coat being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 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, e-cigarettes, vapes 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 that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

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

## 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

When identifying bullying with the children we use STOP (several, times, on purpose)

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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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 policy and child-friendly anti-bullying policy 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.

## Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

## 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.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Such as:

- \*Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- \*Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in still for long
- \*Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- \*Training for staff in understanding conditions such as autism
- \*Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## **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

### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing pupils for 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 which includes the needs of the pupils at the school and how SEND and mental health needs can impact behaviour

## 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

### Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders

The data will be analysed every term by the Deputy Head and a report written and shared with the Governors. Behaviour will also be discussed weekly in SLT meetings.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **Monitoring this policy**

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. At each review, the policy will be approved by the headteacher and/or deputy head.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Governing body annually.

## **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
- Minibus Behaviour Policy

### **Appendix 1: written statement of behaviour principles**

- Handforth Grange is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Everyone has the right to feel safe all of the time.
- Bullying or harassment of any description is unacceptable
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority.

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.

This written statement of behaviour principles is reviewed and approved by Governing body annually.

