



Whole Child, Whole School, Whole Hearted

Behaviour Policy

Ratified by the Governing Body on:	Date: July 2026
Date for review:	Date: September 2029

Behaviour Policy

Rationale

At Hambrook we expect adults and children to treat others how they themselves wish to be treated and to promote an environment where everyone feels happy, safe and secure.

We work hard to ensure every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive community.

All adults in school have a shared responsibility in promoting good behaviour, discipline and citizenship. It is vital that adults see behaviour and discipline as part of a child's education and that it is the adults' responsibility to teach and help children to learn what is acceptable and what is not. This helps to develop a child's moral compass and social skills, assisting good learning and facilitating good teaching. Good behaviour is part of the ethos of the school to help contribute to the future adult as a citizen in society.

The school has a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. The emphasis is on modelling, encouraging and reinforcing positive behaviour and high self esteem rather than focusing on the negative.

Aims

- To create a climate that positively values all members of the school community and uses positive reinforcement to encourage good behaviour.
- To provide an environment that stimulates and promotes learning and ensures a safe, secure and happy school.
- To help individuals to understand their rights and responsibilities as members of a school community.
- To maintain a clear understanding of expectations and a consistent approach to children's behaviour.
- To ensure children realise they are responsible for their actions and that their actions affect those around them.

Our Key Behaviours

At Hambrook we promote 6 key behaviors. These are celebrated through Class Dojo, in **Celebration Assemblies** each Friday, in parents evening and the end of year final written report.

Our key behaviours and definitions are as follows:

Respect	We use caring words and actions to everyone, no matter our differences
Courtesy	We are polite and have good manners
Kindness	We are friendly, generous and considerate to everyone
Appreciation	We are thankful for and value the good things around us
Positivity	We focus on the good, believe in our abilities and never give up
On-task	We focus on our work and ignore distractions

Guidelines

- All staff, whether teaching or non-teaching, accept responsibility for maintaining good behaviour at all times. The example set by adults should provide a positive model for the children.

- When there is more than one adult in the room, the teacher has overall responsibility for the pupil's behaviour (unless agreed otherwise).
- All adults should follow the classroom/playground sanctions when dealing with undesirable behaviour.
- Children should understand that it is the behaviour which is unacceptable and not the child as a person, and that each new day starts with a clean slate.
- Children will be encouraged to take responsibility for their own actions, take the right decision and reflect on the outcomes of their behaviour/actions.
- Parents should be familiar with the Behaviour Policy and support the school's efforts to implement it.
- All staff will have high expectations of the children with regard to behaviour.
- The SENCo will liaise with external agencies to support and guide the behaviour of individual child as appropriate. An Individual Behaviour Plan (IBP) may be drawn up.
- Staff only intervene physically to restrain children or to prevent injury to a child/adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines.

Rewards in School

The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates these during the Friday assembly.

- **Dojo Points**

Dojo points are awarded to individual children by any adult at school (class teacher, teaching assistants, office staff, lunchtime staff, the school caretaker and the headteacher). These points are given for following our school behaviours;

- **Weekly Behaviour Awards**

A weekly behaviour award is handed out for one pupil in each class each Friday in Celebration Assembly. It links to one of the school's 6 behaviours;

- **Other Rewards**

In addition to these, other rewards may be used i.e. Headteacher stickers and individual class systems to reward helpers etc within their classroom.

Classroom Procedures to address poor behaviour

Each class will use the following procedures:

1. A verbal warning is given for repeat of inappropriate behaviour.	When giving the warning, the adult makes it clear to the child why the warning is being given. There is no engagement in discussion should the child object.
2. Child loses a Dojo	The child is told that their behaviour continues to be inappropriate (using the language of the school rules) and a Dojo is removed.
3. The child is moved away from the situation.	This is to another part of the classroom, if possible, for them to sit on their own with their work for the remainder of the lesson.
4. The child is sent to another class for 10 minutes. This is recorded in the Behaviour Log (CPOMS).	The child is sent to another classroom with their work. The class teacher sending the child must ensure that the child understands their work and can work independently so that the receiving class teacher can continue working with their own class. If the child needs to leave the classroom before the explanation of the task has been taught, then they take a book.
5. The child is sent to the Head teacher. This is recorded in the	During their time with the Headteacher, the child will talk through what has happened using the Reflection Book to

Behaviour Log (CPOMS) and parents will be informed verbally at end of the day by the teacher.	support them. If the child needs to spend time with the Head teacher during lesson time, they will miss the equivalent time during their morning or lunch break and catch up on missed learning.
6. A formal letter is sent to parents if bad behaviour persists.	This is sent if a child works their way through to point 3 3 times or more in a term. The letter will invite parents/carers in to discuss their child's behaviour and to work together to support their child.

Where there is more serious behaviour e.g. extreme rudeness, fighting, children will be sent straight to the Headteacher and point 5 actions will be implemented. An internal exclusion may be implemented. The length of time will range from the rest of the session to a whole day, depending on the severity of the incident.

7. In cases of extreme or persistent bad behaviour the Suspension and Permanent Exclusion Policy and Guidelines will be followed. (Extreme bad behaviour includes actual or potential violence by the pupil towards other pupils or adults in the school community; seriously disruptive behaviour; conduct which will endanger the safety of others in the school or the pupil concerned; significant racial abuse and significant harassment or intimidation of pupils or staff.) Please refer to the Suspension and Permanent Exclusion Policy.

In the case of serious misdemeanours, the earlier stages may be omitted.

Lunch Playtime Procedures to address poor behaviour

Each new playtime is a new start.

1. A verbal warning is given.
2. If the behaviour continues or another similar incident occurs, this is shared with the class teacher at the end of lunch/playtime.
3. If the behaviour continues or another similar incident occurs, the child is sent to the Headteacher and misses the rest of the playtime. During their time, the child will talk through what has happened using the Reflection Book to support them. The Headteacher will contact parents/carers to inform them of the incident and consequence put in place.
4. A letter will be sent home for persistent or serious misdemeanours

In the case of serious misdemeanours, the earlier stages may be omitted.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with initially by the member of staff present, escalating to a class teacher and headteacher where necessary. All incidents are reported to the headteacher and racist incidents are recorded and reported to the governing body and local authority.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Our procedure for responding and reporting incidents is:

1. Any discrimination witnessed by an adult must be challenged immediately.
2. Details of the incident are recorded by the member of staff that it is reported to in the behaviour section of CPOMS.
3. These details are passed to the Head (or Deputy Head if the head is not available)
4. The Head/ Deputy will investigate and record findings.
5. If discrimination is found to have taken place, both the parents' of the victim and the perpetrator will be informed.
6. Actions will be taken to address this issue with the individuals involved and through Circle Time, PSHE lessons, assembly etc with the rest of the year group.
7. The incident will be reported to the Governors and the local authority.

Serious Incidents

1. At all times there will be a "serious incident" clause which allows all the previous steps to be bypassed. This will involve the Head Teacher and parents/carers.
2. Hambrook does not tolerate bullying of any kind. Where bullying is alleged or suspected, we will act immediately to try to ascertain the facts, and then we will respond accordingly. (please refer to the Anti-bullying Policy)
3. South Gloucestershire Council has a clearly defined Exclusion Procedure, which we endorse and will enact.
4. Teachers at Hambrook will intervene physically to restrain children or to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. These actions are in line with the DFE guidelines on the restraint of children, and the school's policy.

5. If behaviour is deemed dangerous and the safety of the pupil or others cannot be guaranteed, withholding participation in any school trips or sports events may be necessary.

Sanctions for serious incidents

Sanctions for serious incidents will largely depend on the nature of the infringement but may include

1. Internal exclusion
2. Calling in additional services to assist in modifying the behaviour.
3. Fixed term suspension
4. Permanent exclusion

Behaviour outside school

The school does not intervene in incidents that occur outside of school unless the behaviour is considered to present a significant risk to safety.

Malicious accusations

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore sanctions used will be the same depending on the nature of the accusations.

Confiscation of inappropriate items

Staff members have the power “to confiscate, retain or dispose of pupil’s property as a punishment so long as it is reasonable in the circumstances. The law protects teachers from liability for the damage to, loss of any confiscated items provided they have acted lawfully.” (Behaviour and discipline in schools 2014).

SEN

Children with behavioural difficulties must have clear procedures / protocols specifically designed for their needs supported by this policy. External advice must be sought and acted upon. It may mean that there are inconsistencies between the school policy and specific procedures/ protocols however what is in the best interest of the child will determine how the behaviour is best managed. Good practice means all adults involved with the child need to be aware of the procedures/ protocols. (please see Appendix 1)

Role of the Class Teacher

1. It is the responsibility of all teachers and staff supporting the class teacher to ensure that children behave in a responsible manner at all times e.g. walking to swimming, assemblies etc.
2. Class teachers should ensure that class rules are regularly discussed with the children, displayed and enforced.
3. Class teachers must have high expectations of the children, both in standards of work and behaviour.
4. The class teacher should enforce the class rules fairly and consistently and treat all the children in their care with respect and understanding.
5. The system for dealing with “Rule breaking” should be used fairly and consistently.
6. The class teacher should liaise with parents and carers as soon as they are able to.
7. Whenever necessary, the class teacher liaises with external agencies to support the child.
8. It is the class teacher’s responsibility to record any breach of the behaviour policy on CPOMS

Role of other adults

1. All adults employed in the school have a responsibility for translating school policies into practice and should, therefore, adopt the school’s approach to behaviour and discipline.
2. Teaching Partners, following school guidelines and guidance from the class teacher, will support the teacher when dealing with disruptive or potentially disruptive behaviour from a pupil.
3. Lunchbreak Supervisors will follow the school guidelines - praise and use of informal warnings before verbal warnings become necessary.
4. Behaviour and discipline should be part of the spiritual, moral and social education in school –

aspects of this can be found throughout the curriculum.

Role of the Head Teacher

1. Under the School Standards and Framework Act 1998, the head teacher is responsible for taking measures to secure good behaviour.
2. The head teacher has the duty to ensure that the School Behaviour Policy is applied fairly and consistently throughout the school.
3. The head teacher is responsible for the health, safety and welfare of all children and staff in the school.
4. The head teacher will support staff in the implementation of the policy.
5. In the case of serious incidents, the head teacher has the right to exclude pupils, and the South Gloucestershire Exclusion Procedures will be followed.

Role of Governors

1. The Governing Body has the responsibility of drawing up and keeping under review the school's Behaviour Policy.
2. The Governing Body has a role in reviewing, as the need arises, the headteacher's suspension or permanent exclusion decisions.

Role of Parents and carers

1. At Hambrook we wish to have a supportive and positive partnership with parents/carers, so that children receive consistent messages about behaviour at school and at home.
2. Parents/carers should co-operate with the school and support school policies to improve behaviour.
3. We hope that, when the school has applied reasonable and proportionate consequences, parents and carers will support the actions of the school. However, if parents and carers have a concern about the way that their child has been treated, they should initially contact the class teacher and discuss the matter. If they remain concerned, they should then contact the Head Teacher.

Monitoring

1. The head teacher will monitor the effectiveness of this policy on an ongoing basis and will make recommendations to the Governing Body whenever it is considered appropriate.
2. The class teacher records significant minor incidents on CPOMS.
3. The head teacher will record incidents where a child is sent to her on account of significant bad behavior or when he/she has been sent to another class.
4. Serious incidents - children who are receiving support from outside agencies, and children on Individual Education Plans (IEP) or Personal support Plans (PSP) will need more detailed, regular and specific monitoring.
5. Records of all suspensions and exclusions are kept and reported to the governors.

Appendix 1

Supporting a child when there is an incident of challenging behaviour

A pupil's special educational needs will always be taken into consideration but if his/her behaviour reaches the threshold for suspension or permanent exclusion, the Suspension and Permanent Exclusion policy will be followed.

Unacceptable Behaviour

Behaviours that are unacceptable may include – verbal abuse, physical attack on another child/staff member or themselves, threatening or aggressive behaviours, sexual behaviours, attempting to leave the school premises, damaging property or attempting to do so, throwing objects, verbal or physical bullying. In the event of a child's behaviour escalating and where the safety and wellbeing of the child or others are endangered, all supporting adults should be aware of the following

Emotional Coaching Approach

- Acknowledge & validate emotion "I can see that you are feeling angry and I understand that you're worried that you might be missing out, but the rule is..."
- Use WIT statements i.e. 'I'm wondering...'; 'I imagine....', 'I'm thinking....'. Never tell a child how they feel because we don't!
- Lower voice. Remove demands. Short phrases (auditory processing may no longer be working).
- Consider changing supporting adult briefly by use of a pre-agreed phrase or non-verbal signal.
- Limit how much is said to the child and avoid asking questions – gentle but firm communication that moving to their 'safe place' is the best choice so he can start to feel better and calmer. Remind them of the pre-determined coping/calming strategy waiting for them there.
- Proximity – move away, being too close could be the problem *
- Once at the safe space 5 minute timer to be used – it may be appropriate for the supporting adult to withdraw to a safe distance where the child can be seen. Do not engage in discussion with the child at this time. At end of timer adult check back in with child to assess or agree whether they are ready to return to lessons/class . (If after 2 x 5 minute cycles child is still struggling, consider switching adults or ending for a member of the SEN team).
- If using for de-escalation only positive consequences to be communicated – should be used only if focussed on something positive – not a punishment e.g. "if you calm down then we could go for a nice walk".
- Physical restraint or moving only ever to be used if the safety of the child, other children or adult is at risk and should never be used to force compliance.

*In the event that the child will not de-escalate or move to a safe space:

When to Intervene or Summon Help

1:1 will have tried agreed strategies detailed above. Intervention may be needed if these have not worked.

Help is summoned from the headteacher, deputy or SENDCo if:

- Pupil has lost control and not responding to agreed strategies either by 1:1 or 'change of face'.
- Pupil is engaging in aggressive or violent behaviour so that he/she or other children are unsafe.
- Pupil has become physically violent or threatening violence to a member of staff or another pupil, e.g. biting, hitting, kicking

Headteacher, deputy or SENDCo might do the following:

- Decide who might be harmed and how
- Evaluate the risk arising with supporting adult and the class teacher and discuss course of action

This might be to:

- do nothing if the situation has been successfully de-escalated before arrival
- work with another member of staff to continue de-escalation and try to remove child to safe space.
- agree with the class teacher if class evacuation is appropriate
- in the event of class evacuation, two staff members remain with pupil to continue de-escalation and remove pupil to safe space with positive consequence.
- once de-escalation or successful removal to safe space, message sent to class teacher to return with pupils to classroom

Following-up an Incident of Challenging Behaviour

Incident form to be filled in with members of SEN Team or Headteacher. In the context of staff wellbeing, staff member to be given an opportunity to de-brief. Other staff are also given the opportunity to express concerns. Exploration of the following points may be helpful:

- What were or could have been the triggers for the incident. What level of escalation was the child at?
- Has the staff member responded appropriately to the incident and its place in the overall picture of the child?
- Has an attempt been made to understand the reasons behind the behaviour that occurred?
- Is it clear that disapproval is of the behaviour and not the pupil?
- Have any consequences been given promptly with the involvement of the pupil (reflection time / opportunity to put things right – possibly pick chairs up or write a sorry note/do something nice for the other person if the pupil chooses) and are they in proportion to the incident. It may be appropriate for no consequence to be implemented and the events simply recorded on the incident form and member of staff given the opportunity to debrief – this will be a joint decision between affected member(s) of staff, teacher and SEN Team member.
- Is the supporting adult happy with how the incident has been addressed? What went well? What could we do better next time in either supporting the child or the adult?

Once the incident has been dealt with it should be regarded as finished.

Recognising the impact of SEND on behaviour

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 balance their legal duties 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. Teachers should record any triggers and take these into account when planning support. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Our approach includes:

- Whole class movement breaks and short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for a long period of time;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues and allowing the pupil access to fidget toys, wobble cushions and chair bands;
- Training for staff in understanding conditions such as autism and sensory needs;
- Use of quiet workstations, and our sensory room 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:

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

If the answer to any of these questions is 'yes', we will then assess if 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 (SENDCO) 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.