



Hempstead Schools Federation

BEHAVIOUR SUPPORT POLICY

October 2026

1 United Nations Convention for the Rights of the Child

Hempstead Schools Federation (the 'school') is 'rights promoting school', promoting children's rights as set out in the United Nations Convention for the Rights of the Child. The Convention sets out the civil, political, economic, social and cultural rights to which everyone under the age of 18 is entitled. Article 2 explicitly links to the right not to be discriminated against, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. Article 19 states that children should be protected from all forms of violence, abuse. Neglect and bad treatment. Article 23 explicitly explains how children with a disability have the right to a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. This policy sets out how we will ensure these rights are met.

2 Safeguarding and Child Protection

- 2.1 At Hempstead Schools Federation we recognise that safeguarding is everyone's responsibility, including temporary staff, volunteers and governors. All have a full and active part to play in protection our pupils from harm, and child welfare is our paramount concern.
- 2.2 All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

3 Aims and objectives

- 3.1 It is a primary aim of our school that every member of the school community feels safe, 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 way. It aims to promote an environment in which everyone feels happy, safe and secure and fully able to learn and reach their full potential.
- 3.2 This policy complies with Section 89 of the Education and Inspections Act 2006 and the DfE [Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#)
- 3.3 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 3.4 The school expects every member of the school community to behave in a considerate way towards others.

- 3.5 We treat all children fairly and apply this behaviour policy in a consistent way.
- 3.6 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 3.7 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

4 Strategies for promoting positive attitudes for behaviour

Whilst built on the same consistent principles across the two schools, systems and approaches are bespoke to each setting. The school-specific approaches are set out in Appendix 1/ Page 11 (Infant School) and Appendix 2/ Page 16 (Junior School)

5 Behaviour and Safety

- 5.1 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 5.2 At the start of the school year, and when required after that, the class teachers discuss the school expectations (Golden Rules/Hempstead 5) with each class. In addition to the school expectations, each class may also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 5.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying entirely, we do everything in our power to ensure that all children attend school free from fear.
- 5.4 All staff undergo positive handling training and are aware of the regulations regarding the use of force by teachers, as set out in DfE Restrictive interventions, including use of reasonable force, in schools (April 2026). Adults in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent harm to themselves or others, or to protect them from the potential implications of their actions, such as exclusion. The actions that we take are in line with government guidelines on the restraint of children.

6 The role of the class teacher and teaching assistant

- 6.1 It is the responsibility of class teachers and TAs to ensure that the school's expectations are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- 6.2 The class teachers and TAs in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.3 The class teacher and TA treat each child fairly, and enforce the classroom code consistently. The teachers and TAs treat all children in their classes with respect and understanding.
- 6.4 If a child misbehaves repeatedly in class, the class teacher or TA keeps a record of all such incidents. In the first instance, the class teacher or TA deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Year Group Leader and then other senior staff.
- 6.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 6.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

7 The role of the head teacher

- 7.1 It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school. The head teacher must ensure this policy complies with Section 89 of the Education and Inspections Act 2006.
- 7.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 7.3 The head teacher keeps records of all reported serious incidents of misbehaviour. These are recorded as appropriate on the following logs/ records:
- Child on Child abuse log
 - Racist incident log
 - Online safety incident log
 - Sanctions Book
 - Bound and Numbered Book (which records details concerning the duration, location, staff involved, pupil needs/SEND status, injuries, justification and parental notification etc.
 - Incidents of being 'on report, as well as suspensions and exclusions are added against the pupil records on Arbor.
- 7.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. A

permanent exclusion would only be considered after the school governors have been notified.

8 The role of parents and carers

- 8.1 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- 8.2 We refer to the school behaviour policy in the school Home-School Agreement, and we expect parents and carers to read them and support this.
- 8.3 We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the Home-School agreement. We endeavour to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 The role of governors

- 9.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.
- 9.2 The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

10 Recording Positive Handling and Significant Incidents

- 10.1 A 'Significant Incident' is any incident that requires a significant sanction, such as an internal or external fixed-term exclusion. This would usually involve acts of extreme violence or aggression, swearing at adults or damage to property. It may also involve acts of open defiance/ extreme misbehaviour that contravene the maintenance of good order and discipline in the school setting.
- 10.2 All incidents deemed as 'significant' will be recorded in the Sanctions Book as a formal record. Parents will be met with, and full consequences explained.
- 10.3 A 'Positive Handling (Serious) Incident' is any incident that requires a physical positive handling intervention. Any incident requiring a restrictive physical intervention will be recorded in the Bound and Numbered Book. See section 12.8.

11 Positive Handling Incidents requiring physical handling;

- 11.1 All members of staff are trained in positive handling (see section 12) and are made aware of the regulations regarding the use of force by teachers, as set out in the [DfE Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#)
- 11.2 Staff only intervene physically to restrain children when a serious incident has occurred where the pupil is at risk of serious consequences. The actions that we take are in line with government guidelines on the restraint of children, with children being restrained using safe positive handling strategies.
- 11.3 Potential crisis situations are pre-empted by effective risk assessments:
- Employing diversion and de-escalation strategies before any physical intervention is considered
 - Ensuring minimum force for the shortest time
 - Ensuring any physical intervention is reasonable, proportionate and necessary and always in the best interests of the pupil involved.
 - To prevent injury, pain and distress
 - To maintain the pupil's dignity
- 11.4 As supported by the guidance, the use of a physical intervention may be required to prevent:
- Self-harming;
 - Injury to other children, service-users, staff or teachers;
 - Damage to property;
 - An offence being committed; and
 - Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils; for example, to:
 - Remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - Restrain a pupil at risk of harming themselves through physical outbursts.

12 Positive Handling

- 12.1 All staff are trained in positive handling approaches, which includes the 95% of what we do on a day to day basis to support pupils in managing their emotions and behaviours, but also the 5% of physical interventions that may be required to support pupils in some circumstances. Training is set out as a holistic training approach to behaviour support and intervention. The school has staff trained as Team Teach Intermediate Tutors to ensure training is up to date based on best practice, but the training is not Team Teach accredited.
- 12.2 As a school, staff recognise that challenging behaviour is often the result of a breakdown in communication and therefore staff involved in supporting pupils

should aim to understand what function the behaviour serves and to facilitate the pupil to learn more socially acceptable means of expressing their need for support.

- 12.3 All adults who are authorised to use restraint have been trained. At HSF, we use positive touch to prompt, guide, reassure and comfort pupils. On the occasions we may need to hold pupils in order to keep them safe, all such physical contact is restricted to 'safe/low risk' areas of the body such as the upper arm, shoulders, the upper back and outer hip. Any such action is only undertaken with due regard for the following:
- In the best interests of the child
 - Minimum force for the shortest time
 - Preventing injury, pain and distress
 - Maintaining dignity
 - Being reasonable and proportionate
 - Being deemed necessary
 - Any incident is followed up with plans to reduce the need of the use of restraint and restriction in future
- 12.4 Low level physical interventions such as an elbow guide, arm around the shoulder or a held hand may be used to encourage pupils to stay still or move. Touch used in this way can be a positive reinforcement to relationships and a comfort in times of distress.
- 12.5 Staff at HSF should aim to use the elbow, shoulders and arms whenever possible to guide or hold pupils. Any body contact should be against the hip. Where possible, staff who work closely with younger children should try not to sit them on their laps. One alternative is to use the long bone of the adult's leg, with the child sitting sideways and the legs facing outwards. This reduces the risk of misunderstandings and allegations. Similarly, if members of staff are sitting on the floor with young pupils, they should attempt to position the pupil to the side rather than between staff legs. Staff should have clear rules about physical contact and explain these to children. Physical contact should be carefully considered or avoided in less public areas of the school and where there is no open access. Whenever possible, a second member of staff should be present.
- 12.6 Training is also intended to protect staff from accusations of malpractice. Staff are trained to assess situations and risk effectively, make professional decisions in the best interests of the pupils, and only use physical interventions when necessary. However, in such situations, despite all techniques being designed to use minimum force for the shortest time, there may be unintended injuries or contact.
- 12.7 *Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.*
- 12.8 For all 'serious (Positive Handling) incidents' as indicated in 12.9, the head teacher will be informed. Positive handling is supported by documentation which supports the child and aims to provide security, safety acceptance for recovery, repair and

reflection for all concerned. A serious incident record (Bound and Numbered Book) will be completed, investigation into the causes, triggers take place and the head teacher will hold a meeting with the parents to discuss consequences / sanctions and minimising further incidences. Parents will be notified immediately on the same day if a positive handling incident has occurred.

- 12.9 An incident is deemed as 'serious' (and so will require reporting and recording) if any guide, hold or escort is used for the first time on a pupil. This can understandably be a distressing experience for all involved and must be followed up appropriately with full debriefing of the incident with the pupil, parents and staff involved. Following a first incident, a Positive Handling Plan will be set up following discussion with the pupil, parents and key staff.
- 12.10 Following any first incident, any further incident that requires any 'restrictive' physical intervention or restraint (i.e. any intervention more than a low level 'guide') out of a potential crisis situation will need reporting and recording; i.e. where a one or two person 'escort' is used. If a pupil requires a small person hold on a fairly frequent basis as part of their managed Positive Behaviour Plan, then this will not need reporting and recording as a serious incident every time. However, the frequency and nature of such holds must be monitored and recorded informally (i.e. the staff involved will set up a chronology log recording nature and frequency of the incidents) as the intention is to eradicate the need for any such physical interventions.
- 12.11 For those pupils who present further risks, a Positive Handling Plan will be agreed with the parents. In addition, a risk assessment will be completed, e.g. if injury to others is a risk factor, and actions put in place to safeguard others. The school will liaise with relevant agencies so that best solutions are put in place, such as flexible timetables, agreements with parents, etc.
- 12.12 This Behaviour Policy sets out the circumstances in which force might be used on a child; it should be made clear to the parent that, in signing the Home School Agreement, they are acknowledging the school's Behaviour Support Policy.

13 Behaviour Incidents during Breakfast Club and after-school clubs

- 13.1 Pupils are expected to follow the school rules during these times as well. There will be the same high standards and expectations maintained, particularly since some of these times are less structured. During sessions, a warning will be given to stop any undesired behaviour. If the behaviour continues, the pupil is removed to another part of the room / another member of staff, etc. Incidents will be monitored. If there is any further (second) occurrence of poor behaviour choices in later sessions, then the pupil will be asked not to attend the Club in future. Parents will be informed of all incidents and outcomes.

14 Child-on-child abuse

The school recognises that children of all ages are capable of abusing and harming other children. We acknowledge that this may take many forms from low-level misogynistic or homophobic language or attitudes, to verbal and physical or sexual abuse. We have a zero-tolerance approach to any level of misogynistic, homophobic

or verbal abuse as we understand that it is from potentially low-level or casual attitudes that more serious and abusive behaviour can develop. Any such incidents are reported and dealt with directly with the pupils concerned, and parents as appropriate.

15 Online behaviour incidents

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. If the school deems any online behaviour outside school to be detrimental to the safety and well-being of pupils in-school, the steps will be taken to address this in school, but working closely with parents.

16 Removal from class for persistent disruption

There are instances where a pupil's behaviour becomes unacceptably disruptive to the continued effective and safe education of other pupils in the class. In these instances, it may be appropriate to remove a child from class for a short time so that the class can continue with uninterrupted learning, and the child in question can reset and re-join the class when they are ready. Pupils are given every opportunity to modify their behaviour and so remain in the class, but if they fail to respond to strategies of the adults in class, they will be removed for a short time. Parents will be notified of any removals on the day they occur. If such removals become a persistent issue, then the school will seek to work with parents to see what support both home and school can put in place to improve the behaviour.

17 Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion will be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

18 Last day of term/ school

- 18.1 In the event that the incident should occur on the last day of term, school year or the pupil's time at the school, the school staff will endeavour to deal with the incident appropriately. Sanctions will be affected by the lack of next appropriate day or week. Incidents will be fully and appropriately investigated, and staff will need to carefully consider appropriate sanctions.

19 Internal suspension

- 19.1 As a sanction before an external suspension/ exclusion, an internal exclusion may be used. This is where the pupil spends a whole school day in a pre-arranged area away from their usual Year Group setting and under specified adult supervision. The pupil

will be set work to complete by the class teacher. They do not have contact with any of their Year Group peers on that day, and playtime and lunchtime are supervised inside the school building. The head teacher (or if off-site, the deputy head teacher) will make any decision in setting an internal exclusion as a sanction and parents will be informed before any such internal exclusion takes place. This is recorded as an internal sanction on the pupil's record (Arbor and CPOMs) and a formal notification sent home.

20 Suspensions and permanent exclusions

- 20.1 We have adopted the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England August 2024](#). We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the list of reasons for exclusion given by the Local Authority in its guidance. We recognise the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions.
- 20.2 Only the head teacher (or the acting head teacher) has the power to suspend or exclude a child from school. The head teacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed term suspension into a permanent exclusion, if the circumstances warrant this.
- 20.3 If the head teacher suspends or excludes a child, s/he informs the parents or carers immediately, giving reasons for the suspension/ exclusion. At the same time, the head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.
- 20.4 The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- 20.5 The governing body itself cannot either suspend or exclude a child or extend the period made by the head teacher.
- 20.6 If required the governing body will set up a discipline committee which will be made up of between three and five members. This committee will consider any suspension/ exclusion appeals on behalf of the governors.
- 20.7 When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances under which the child was suspended/ excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

20.8 If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

21 Drug- and alcohol-related incidents

21.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

21.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse may be punished by a fixed-term exclusion. If the offence is repeated, the child may be permanently excluded, and the police and social services will be informed.

21.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

21.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance may be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

21.5 If the offence is repeated, the child may be permanently excluded.

21.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child may be permanently excluded from the school. The police and social services will also be informed.

22 Other banned items

Other items banned from the school site also include:

- Smoking or vaping products
- Any form of weapon
- Stolen items

23 Screening and searching of pupils

Staff at the school have the right to search and screen pupils if they are suspected of possession of stolen or banned items or possible weapons, as set out in the DfE Restrictive interventions, including use of reasonable force, in schools (April 2026). Any such searches will be performed with dignity, ensuring there is more than one adult present, and in the presence of parents/ carers as appropriate.

24 Dealing with behaviour incidents beyond the school gates

Whilst the school is primarily responsible for managing behaviour of pupils in school, we do recognise that we have a part to play whilst pupils are off the school site. Parents and families may require support with managing a child's behaviour at home and the school is committed to providing advice and support as necessary as well as working with parents in following up expectations and sanctions as required if this is appropriate. We also believe that when pupils are wearing the HSF school uniform they are representing the school. If any incidents of poor behaviour are reported to the school about pupils in HSF school uniform, the school will endeavour to deal with these incidents and ensure parents are informed.

25 Pupils with SEND

- 25.1 As a school we do not discriminate against pupils with SEND in regards to applying this behaviour policy. Whilst we expect all pupils to follow the expectations set out in this document and will have a consistent approach to applying appropriate sanctions against them, we do recognise that pupils with certain SENDs require different strategies used to help them manage any behaviour issues. We will work with the pupils, their parents and any appropriate outside agencies to ensure their needs are met, whilst ensuring acceptable levels of behaviour are maintained.
- 25.2 As a school we are committed to working with pupils and families to seek solutions to continued behaviour issues. We believe all pupils have a right to education and endeavour to keep pupils in school. We will support as far as is practicable and seek advice from outside agencies to meet this objective.

26 Managing allegations of misconduct against staff

The school is committed to supporting appropriately staff who may have allegations of misconduct brought against them. The school has a separate policy in regards to how allegations against staff are managed.

27 Monitoring and review

- 27.1 The head teacher monitors the effectiveness of this policy on a regular basis. The head teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 27.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The head teacher records those serious incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the medical room.
- 27.3 The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 27.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance

The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

27.5 The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

28 Links to other policies

This policy links with the following policies:

- Exclusions
- SEND Policy and Report
- Safeguarding

Paul Cross

Head Teacher

October 2026

Approved at the PPS Committee meeting on October 7th 2026

Appendix 1: Strategies for promoting positive attitudes in behaviour INFANT SCHOOL

28 Circle time

Each class takes part in weekly Circle Time sessions to provide a group listening system that enhances self-esteem, promotes moral values, builds a sense of team and develops social skills. It involves every child being given equal rights and equal opportunities. (See Jenny Mosley's Book "Turn your school around" and "Quality Circle Time".) The hall time circle sessions mean everyone can sit on the same height chair and have their own space. If teachers choose to use their classrooms to facilitate the circle time sessions, this usually means the children will be required to sit on the carpet area. When this is the case, all adults involved in the session will also sit on the floor if they are able to.

29 Golden Rules

29.1 The Golden Rules are adopted throughout the school and apply at all times of the school day, including the journey to and from school.

- Do listen to others - Don't interrupt
- Do be kind - Don't hurt others
- Do be honest - Don't cover up the truth
- Do work hard and concentrate - Don't waste time
- Do be tidy – Don't leave mess for others
- Do look after property - Don't waste or damage things
- Do be polite – Don't be rude

29.2 The Golden rules are reinforced continually as incidents occur. The rules are displayed in each classroom, middle area, the hall, and the library. Staff ensure that children have a sound understanding of the Golden Rules by referring to the rules in every day conversations.

30 Golden Time

- 30.1 Golden Time is a twenty-minute session at the end of each week to which every child is entitled, as it is believed that every child is capable of following the Golden Rules. Teachers and Teaching Assistants may take part in this session and it should be a happy and relaxed time for all concerned
- 30.2 At the beginning of the week, children choose from a selection of activities that are on offer for their Golden Time session at the end of the school week.
- 30.3 During the week if a child breaks a Golden Rule they will be given a warning. If they persist in breaking this rule they will then have time deducted from Golden time. Time is deducted in one-minute slots. On a Friday at the start of Golden Time, any pupil who has minutes to 'pay back' is taken to the school hall to spend the time with the Head Teacher or appropriate SLT member. In some instances, the adult may decide that a warning is not appropriate, and take away a minute as a direct sanction.
- 30.4 Once lost, Golden Time cannot be earned back. Once a sanction has been administered it will not be referred to again and children are free to have a fresh start

31 Individual rewards

Individual teachers recognise good behaviour and hard work in their own ways including Do-Jo points, Reward Charts and Hempstead Infant Gold Award awarded at the end of each term to pupils who have kept the Golden Rules for the whole term.

32 Class rewards (Marble Jar)

To encourage a sense of team spirit and camaraderie, adults may award a class marble to recognise whole class achievements. The teacher will set a target for the number of marbles the children must achieve and they will agree a reward for when this target is met before beginning the process again.

33 Postcards home

When a child shows exceptional manners/behaviour/work, their class teacher will write and send a postcard to them, thanking them for being such a valued member of the class.

34 Midday Meal Supervisors Rewards

Midday Meals Supervisors have stickers to help reinforce the Golden Rules. Children are awarded a sticker from the MMSs if they are noticed for explicit positive behaviour at lunchtimes.

35 Hempstead Achievement Award board

Each week a member of each class is nominated to appear on the school achievement board. This is for meeting one or more of the school's vision statements in their learning:

- Challenge
- Resilience
- Confidence

- Respect

36 **Helping Hands**

Helping Hands provide the opportunity for Year 2 children to show responsible and considerate behaviour towards their peers during break time and lunchtime. They assist with the playground games and support children who need a friend or are having trouble finding a game to join in with. They also support Foundation Stage children during meal times, including assisting them with cutting up their food.

37 **Celebration assembly**

There is a weekly celebration assembly for all children and available staff, whereby the helping hands and the nominated class 'achiever' is recognised with stickers, certificates and a token for the achievement board

38 **Communication and support from parents**

- A newsletter is sent home to parents and carers every Friday highlighting all the children who gained achievement awards, star of the week and helping hand certificates during the celebration assembly that week
- Children are encouraged to take healthy risks. All attempts are accepted and mistakes are seen as valuable learning experiences.
- Everyone is listened to - adults and children. Ideas will be acknowledged even if they are not all acted upon.
- Children congratulate and nominate peers they feel have done well socially or academically.

39 **Use of positive language**

Teachers will always attempt to use positive reinforcement with children as opposed to using negative comments or stereotypes. This will include:

- the use the positive Golden Rule script e.g. "Well done you have remembered the Golden Rule do be polite".
- using positive ignoring strategies by praising positive behaviour of others.
- praising desirable behaviour and reinforcing clear expectations, using all learning styles e.g. visual representation.

40 **Steps to combat less than desirable behaviour**

	Behaviour	Possible action	Sanctions
Stage 1	Wandering about, calling out, interrupting teacher when talking to whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line	Minimal Eye contact Frowns Proximity Reminders Change of seating	Verbal warning/ peg moved on the cloud cards

Stage 2	Not responding to teacher's requests to work Being more disruptive, deliberately creating a disturbance General refusal to do anything Accidental damage through carelessness Dallying Cheek, off-hand comments Minor challenge to authority Annoying other children	Rule reminders – language of choice Separation from the rest of the class/ group Writing a letter of apology Completing unfinished work at playtime Contact with parents via standardised letter sent by the class teacher	At least one minute of Golden Time lost with note in contact book and/or conversation with parent If behaviour continues, time-out given in another class within year group or year group leader for number of minutes equal to child's age
Stage 3	Deliberately throwing small objects with intention of breaking them Harming someone Damaging school/pupil's property Leaving class without permission Repeated refusal to do set tasks Continued or more serious cheek/ challenge to authority Harmful/offensive name calling Swearing Bullying	Exclusion from class – sent to head teacher Contact with parents by class teacher standard letter. Daily/weekly home/school diary entries head teacher involvement	Time-out with year group leader for number of minutes equal to child's age Continued loss of Golden Time with note in contact book and/or conversation with parent
Stage 4	Repeatedly leaving classroom without permission Fighting and intentional physical harm to other children Throwing large dangerous objects Serious challenge to authority Verbal abuse to any staff Vandalism Stealing Persistent bullying		Immediate involvement of head teacher or deputy head teacher Telephone call/letter to parents/ meeting with parents at end of day

Stage 5	Extreme danger or violence Very serious challenge to authority Verbal/physical abuse to any staff Running out of school		May mean a fixed term exclusion for up to 5 days Recurring behaviour will involve longer exclusions
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41 Use of sanctions

41.1 Peg Warning System

Each class has a rainbow, sunshine and cloud card on display and every pupil has a named peg assigned. We expect children to listen carefully to instructions in lessons and to try their best in all activities. All children's pegs start the day on the sunshine card.

- 41.2 If a child is disruptive s/he is given a warning and their 'peg' is moved to the cloud, which is a warning to 'think' about their behaviour.
- 41.3 If the pupil does not respond to the warning, their peg is moved again to the dark cloud, which leads to a consequence. At this point, they will lose minutes of Golden Time, or may have to pay back time at playtime or lunchtime depending on the nature of their disruptive behaviour.
- 41.4 If necessary, teachers may remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. Any time out of class will need to be paid back in their own time.
- 41.5 Children will only lose time from playtime or lunchtime if they hurt another child during playtime or lunchtime. When this happens, the child will be given time-out, which will either be the number of minutes equal to a child's age or for more serious incidents they will be placed with the adult on duty for 15 minutes. If the child is uncooperative a senior member of staff will become involved. See separate guidance for midday meal supervisors. An orange 'incident' slip will be sent home to alert parents to issues and sanctions put in place.
- 41.6 If a child consistently misses Golden Time or playtime, the class teacher will discuss behaviour and concerns with the parents and SENDCo and will inform the head teacher. If appropriate, they will be included on a provision map.
- 41.7 Children will always have their behaviour explained to them at all stages of the process and parents are kept informed either through the use of the contact book, face to face communication or telephone calls.
- 41.8 Orange Sanction Slips for play/ lunchtimes/ for disrupting the learning of others and themselves**

If any child has not been behaving safely or kindly at lunchtimes or playtimes or has been disrupting the learning of themselves and others, an orange report slip is sent home to explain the behaviour and notify parents of the sanction. This will relate to

missing one or more play or lunchtimes as deemed appropriate, or the sending of work home or home-related sanction by agreement with the parents.

41.9 On Report

For some pupils, it may be deemed necessary to place them 'on report' for two days where their behaviour is monitored closely and fed-back to parents on an orange report slip. On the reverse of this slip is a session by session grid where progress can be monitored. If there is no improvement, this may result in moving on to a red report for a further two days. Ultimately, if there is still no improvement this may lead to a day's internal exclusion. Parents must be informed (and be on board) the day before a child starts on report.

42 Early Years Foundation Stage

All of the above strategies are used in the Foundation Stage, but sanctions are not applied as formally. If a pupil's behaviour is becoming a concern, staff will communicate with parents and use a range of age-appropriate strategies to enable the pupil to make better choices in future.

43 Children Beyond

For those children who require additional support, the following strategies will be employed:

- The children can be issued with a reward chart (e.g. a smiley face timetable which is filled in each day when they have been following the Golden Rules, or a sticker chart). This can work in conjunction with 'catch me' cards.
- Inappropriate behaviour may be tracked on a timetable that is monitored daily by the head teacher or deputy head teacher.
- Rewards and sanctions are agreed with the children and can be carried out at home as well as at school.
- Personal contracts may be appropriate showing small achievable targets.
- A Behaviour Plan or Positive Handling Plan may be drawn up between the school, parents and other relevant outside agencies and shared with all staff.
- If a child is observed displaying behaviour that could lead to a time-out situation, they will be sent on a 'yellow errand,' to (an)other class(es) to distract them and allow them to cool down.
- Children who require extra support will be involved in their own target setting for learning and behaviour. This is done through conferencing with the teacher.

Appendix 2: Strategies for promoting positive attitudes in behaviour JUNIOR SCHOOL

44 The Hempstead Five

Hempstead Junior School has devised five 'golden expectations' that we think encompass and promote the key attitudes we wish to see in school. They are as follows:

- Respect everyone and everything
- Be honest, kind and thoughtful
- Persevere and try your best, even when things get difficult
- Be responsible for your behaviour and learning
- Have fun, be safe

45 Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers value and congratulate pupils in their endeavours
- The school promotes an ethos where all adults and pupils are expected to speak respectfully and kindly to each other
- House Points are awarded when pupils demonstrate expected learning and social behaviours
- Teachers award children good learning certificates which are presented in assembly
- The school teaches 'Building Learning Power' that encourages pupils to develop positive learning behaviours
- The head teacher distributes certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

46 Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

46.1 Peg Warning System

- 46.1** Each class has a set of peg cards on display and every pupil has a named peg assigned. We expect children to listen carefully to instructions in lessons and to try their best in all activities. All children's pegs start the day smiley face card.
- 46.2** If a child is disruptive s/he is given a warning and their 'peg' is moved to the second card, which is a warning to 'think' about their behaviour.
- 46.3** If the pupil does not respond to the warning, their peg is moved again to third card, which leads to a consequence. At this point, they will have to pay back time at playtime or lunchtime depending on the nature of their disruptive behaviour.
- 46.4** If necessary, teachers may remove the child from the rest of the class until s/he calms down, and is able to work sensibly again with others. Any time out of class will need to be paid back in their own time.
- ### **46.5 The Behaviour Rating System**
- 46.6** There will be occasions when a pupil's behaviour falls consistently below the standard we expect. If a pupil is receiving warnings and consequences on a regular basis, or their behaviour in class/ around school has become a concern, they will be moved to Orange on the Behaviour Rating System; this operates as follows;
- 46.7** Each classroom will have 3 coloured squares of card on display (green, orange, red). Each pupil will have a name card fixed to one of the panels. All pupils will start off in the green panel.
- All pupils are expected to follow the expectations for behaviour as set out by the school.

- Those who are following these expectations consistently will remain in Green.
- Those whose behaviour has become a cause for concern will go first into 'Orange'; this decision is not taken lightly and only made through discussion between the Year Leader and Class Teacher, based on the pupil's wider behaviour in class and around school. Parents will be spoken to, to advise them that their child's behaviour has become a cause for concern. The pupil has 2 days to prove themselves as making an effort to improve their behaviour, which will be closely monitored. An Orange report slip will be completed at the end of each day the pupil is on report and sent home for parents to monitor.
- If, after the 2 days on Orange, there has been no marked improvement, the pupil is moved to Red. Parents will be informed. The pupil then stays in Red for a further two days in order to make further efforts to show they can follow the expectations set and for their behaviour to be closely monitored. Again, at the end of each day on Red, a red report slip will be completed and sent home. This will also include a comment by the head teacher.
- Whilst on Orange or Red, the pupil is suspended from any privileges/ activities that are extra and above normal class learning; see the list below for examples.
- If, after the 2 days on Orange and the 2 days on Red, there has not been a marked improvement in behaviour, then the school may need to implement an internal exclusion for the pupil. The pupil will attend school, but will be segregated and managed away from their peers for the whole day, and this will be recorded as an internal exclusion on their Pupil File.

46.8 If a decision is made to place a pupil in Orange, parents must be informed, preferably face to face, but by phone if necessary. The pupil and parents must understand the reasons for placing the pupil on Orange. The pupil then goes onto Orange the FOLLOWING DAY. Ensure Orange/ Red slips are completed and sent home.

46.9 The sanctions are as follows;

If a pupil ends up in the Orange or Red they will be suspended from participating in anything extra or above normal school activities. This includes;

- Staying in for play and lunchtimes. An important part of the sanction is to remove the privilege of being able to socialise and play with their peers for a fixed time. Where applicable, children will still be given the opportunity to access fresh air and a break outside, but facilitated outside of regular play and lunchtimes.
- Holding any school monitor or responsibility roles such as Prefects, Peer Mediators, School Council or House Captains.
- Accessing ICT at lunchtimes
- Going on any off-site school trips (on the basis that those who in the Orange or Red cannot be trusted to be safe)
- Being in the teacher's room at a lunchtime
- Holding ANY form of class monitor role (e.g. holding doors at assembly/ assembly monitors)
- Sitting on benches at assembly (year 6)
- Participating in class 'Marble' rewards
- Anything else a year group deems as extra privileges

Behaviour Policy; rewards

Positive Atmosphere/ Relationships/ Praise and Recognition

- Feeling valued
- Knowing what is expected of them
- Wanting to please and not let down their class, teacher, Year Group, school

Responsibility;

EVERYONE!

House Points (HJS)/ Class rewards

- Recognition for showing the expected learning and social behaviours
- Group responsibility; house teams; reward for the winning house team
- Individual rewards tied in

Responsibility;

EVERYONE!

ALL to remind of expectations and pick up on ANY behaviour that falls below

DO NOT abdicate to someone more senior unless they step in

Marble/ Fluffies Jar

- Collective responsibility; the WHOLE class showing desired/ expected behaviour
- Peer pressure
- Clear collective reward

Responsibility;

Adult in charge of learning

Open to recommendations by other adults

Table Points/ Star of the Week

Optional; feed into HPs – e.g. winners get 5 HPs

Celebration Certificates;

House Points (HJS)

Good Learning/ Achievement Certificates

HT/ Govs Awards

Consequences and sanctions;

Peg/ Cloud Cards and Warnings;

For low level issues

Same card and same place in classrooms

Consequences flexible;

- Loss of play/ lunch time minutes
- Agreed timeout/ exit with appropriate follow up (e.g. for every 5 mins spent exited, must be paid back in own time)

Responsibility;

Ultimately, the adult in charge of learning at that time

Clear communication between other adults in room/ on any handover

Behaviour Rating System

(Red, Amber, Green)

Based on individual's general behaviour over time (e.g. issues at lunchtime/ too many warnings and sanctions in class)

Clear process once in Amber/ Red

Consequences;

- Orange incident slip (HIS)
- On 'report' (2 days amber, 2 days red, then possible internal exclusion)
- Suspension of privileges
- Communication with home from the outset

Responsibility;

ALL adults to monitor and communicate as appropriate

Decision ONLY by CT/ YL in consultation with others as appropriate

Significant Incidents

For significant incidents of swearing/ acts of violence/ fighting/ wilful or careless destruction of property/ theft/ malicious and deliberate racist or bullying incidents.

Consequences;

- Recorded in Sanctions Book, copy in Pupil File/ on Arbor
- Parents; face to face meeting
- Options for consequences; reparation, related payback. Internal or external exclusion (HT decision only)
- If appropriate, ensuring support is provided to pupils as part of behaviour improvement programme

Responsibility;

ALL adults to be responsible for dealing with incidents as appropriate

Dealt with in the first instance by YL, then in consultation with HT/ DHT

Serious Incidents

Where any Physical Positive Handling is involved

Appropriate debrief and consultation with parents

Options for consequences;

- Recorded in Bound and Numbered Book
- Reparation
- Related payback
- Internal or external exclusion (HT decision only)
- If appropriate, ensuring Positive Handling Plan is drawn up for pupil in question

Responsibility;

ALL adults to be responsible for dealing with incidents as appropriate

Reported to HT/ DHT

HT/ DHT to ensure follow up procedures are followed