



## HUNTINGTON PRIMARY ACADEMY BEHAVIOUR AND REWARD POLICY

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## **BEHAVIOUR AND REWARD POLICY**

### **1. Rationale**

Everyone at Huntington Primary Academy is committed to creating an environment where good behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we follow the rules of, 'Being Ready, Respectful, and Safe.'

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all pupils and staff will follow. Good behaviour is recognised and rewarded sincerely. Children are praised publicly and reminded in private.

### **2. Aims**

**At Huntington Primary Academy we aim to:**

- Provide a safe, comfortable and caring environment where purposeful learning takes place.
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.
- Use explicit teaching and a carefully planned curriculum to educate children in cultural expectations and behavioural norms.

### **3. Purpose**

**To provide simple, practical procedures for staff and pupils that consider the following:**

- Foster the belief that there are no 'bad' pupils, just 'wrong choices'.
- Encourage pupils to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviours through positive intervention.

### **4. Responsibilities**

**All staff should do the following:**

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know the children well and develop positive relationships with all pupils.
- Take an interest in "finding out" about pupils.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by pupils.
- Demonstrate unconditional positive regard and compassion.
- Always pick up on pupils who are failing to meet expectations in private.
- Always redirect pupils by referring to 'Being Ready, Being Respectful and Being Safe'.

**The Head teacher and The Senior Leadership Team must do the following:**

- Be a visible presence around the school.
- Regularly celebrate pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, dojos, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.

## 5. Behaviour Management Approaches

### **Rewards:**

The school has three simple rules, 'Be Ready, Be Respectful and Be Safe', which can be applied to a variety of situations and are taught and modelled explicitly by the adults.

A reward system using Class Dojo supports and praises children for the desired behaviours and attitudes. Dojos are given to individual children when they have shown they have followed the school rules or have shown the school values. A series of certificates can be achieved recognising the continuous collection of Dojos over time.

### **Sanctions:**

Staff employ sanctions where appropriate to create a safe positive learning environment. It should be made very clear that it is the behaviour of the pupil that is unacceptable, and any sanction should address this, and not be made personal to the pupil. Sanctions need to be proportionate to the action.

For sanctions to have an impact; they need to do the following:

- Make it clear that unacceptable behaviour affects others and is taken seriously.
- Not apply the activities of individuals to a whole group.
- Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure. Remember, it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.

## 6. Language around behaviour

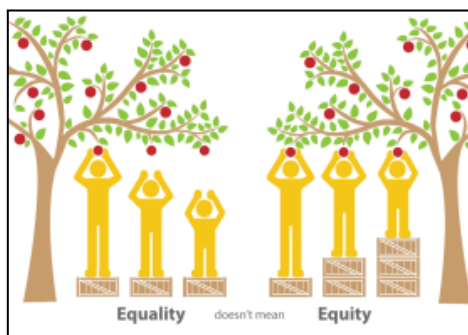
Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that this behaviour is the pupil's way of communicating their emotions. We also understand that for many pupils, they need to feel a level of safety before they exhibit extreme behaviours.

At Huntington Primary Academy, we understand that common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances, and staff should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil.

Conversations around behaviour should be conducted in the first instance by the member of staff who has witnessed the behaviour or has been notified first. Support from other staff or SLT maybe sought.

## 7. SEN Behaviour

We also understand that for some pupils, following our behaviour expectations is beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour. This is an example of Equitability over Equality:



## 8. Rules, Responsibilities and Recognition

Our Rules:	Visible Consistencies / Responsibilities for everyone:	Recognition/Praise/Rewards
<ul style="list-style-type: none"> <li>● Be Ready</li> <li>● Be Respectful</li> <li>● Be Safe</li> </ul>	<ul style="list-style-type: none"> <li>● Daily meet and greet</li> <li>● Persistently catching pupils doing the right thing</li> <li>● Consistently and constantly picking up on the behaviours that are failing to meet school expectations</li> <li>● Accompanying pupils to the playground at the end of every day</li> <li>● Praising in public (PIP), Reminding in private (RIP)</li> <li>● Consistent language</li> </ul>	<ul style="list-style-type: none"> <li>● Dojo points</li> <li>● Certificates for Dojo achievements</li> <li>● Stickers in books</li> <li>● Recognition certificates</li> <li>● Praise and recognition of out of school achievements in assembly</li> <li>● Positive comments, emails or phone call home</li> <li>● House Dojos during PE lessons</li> </ul>

## 9. Behaviour Pathway - Classroom Behaviour Management

<b>Stepped Boundaries:</b> gentle approach, use pupil's name, pupil level, eye contact, deliver message	
<p><b>1. REMINDER</b></p> <p>The adult should notice the behaviour and set a clear expectation.</p>	<p>Optional sentence starters:</p> <ul style="list-style-type: none"> <li>● I noticed you are...(noticed behaviour).</li> <li>● This is a REMINDER that we need to be 'Ready, Respectful, Safe'.</li> <li>● You now have the chance to make a better choice.</li> <li>● I expect you to...</li> <li>● Thank you for listening and reflecting.</li> </ul> <p>Example - 'I notice that you are talking when I am. You are breaking our school rule of being respectful. I expect you to listen. Thank you.'</p>
<p><b>2. WARNING</b></p> <p>The adult should be clear with the child that the particular behaviour demonstrated is not appropriate and should not be repeated.</p>	<p>Optional sentence starters:</p> <ul style="list-style-type: none"> <li>● I noticed you chose to ... (noticed behaviour).</li> <li>● This is the second time I have spoken to you.</li> <li>● You need to speak to me for two minutes after the lesson.</li> <li>● This is a WARNING that if you choose to break the rules again you will have to... (miss your playtime, work at another table/work in another classroom)</li> <li>● Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you.</li> <li>● Think carefully. I know that you can make good choices.</li> <li>● Thank you for listening / I'm glad we had this conversation.</li> </ul> <p>Example - 'I notice that you are still talking when I am. You are breaking our school rule of being respectful. I expect you to listen. This is a warning that you will have to miss some playtime. I know you can do the right thing and not talk. Thank you'</p>
<p><b>3. TIME OUT</b></p> <p>Time out cards: 5, 10, 15 minute options as consequences for unacceptable behaviours that have persisted after warnings and reminders from adults.</p>	<p>Cards placed on table discreetly, no further explanation is needed.</p>

<p><b>4. FOLLOW-UP</b></p> <p>A conversation to repair and restore behaviours and relationships.</p>	<ul style="list-style-type: none"> <li>● How are you feeling at the moment?</li> <li>● What happened? (Neutral, dispassionate language.)</li> <li>● How did this make people feel?</li> <li>● What were you feeling at the time?</li> <li>● What have you felt since?</li> <li>● Who has been affected?</li> <li>● What should we do to put things right?</li> <li>● How could we do things differently?</li> </ul> <p>Example - 'You have missed your playtime because you were breaking our school rule of being respectful. What should we do to put things right? How can we do things differently? I know you can do that for me in the next lesson. Thank you for listening.'</p>
<p><b>At Huntington Primary Academy we follow a clearly staged procedure for dealing with behaviours that are persistently inappropriate and where no improvement or change is apparent.</b></p>	
<p><b>5. IF UNACCEPTABLE BEHAVIOUR PERSISTS WITHIN A LESSON</b></p> <p>A pupil is already missing 15 minutes of break time and is continuing with low level disruptive behaviour or has escalated to high level disruptive behaviour</p>	<ul style="list-style-type: none"> <li>● A further WARNING is given notifying the pupil that they are already missing break time and will need to leave the classroom if unacceptable behaviour persists.</li> <li>● The pupil may be asked to work in another classroom or asked to leave the classroom with support from SLT and continue work outside of the classroom.</li> <li>● Class teacher to speak to parents and explain behaviours. Behaviour is recorded on CPOMS for tracking purposes.</li> <li>● A further consequence may be put in place depending on the escalated behaviour.</li> </ul>
<p><b>6. IF UNACCEPTABLE BEHAVIOUR PERSISTS OVER TIME</b></p> <p>If there are regular occurrences, as judged by the teacher of unacceptable behaviour.</p>	<ul style="list-style-type: none"> <li>● Class teacher speak to parents and invite them in for further discussion.</li> <li>● Class teacher and/or SLT and/or SENDCO to meet with parents to discuss strategies and targets for improved behaviour are discussed and agreed with parents, pupils and staff. These strategies will be personalised, monitored and feedback will be provided as necessary.</li> <li>● Intervention outside of the classroom may be implemented.</li> <li>● Regular reviews to be put in place and agreed, to monitor the success of the short-term strategies.</li> </ul>
<p><b>7. IF BEHAVIOUR CONTINUES TO BE A CAUSE FOR CONCERN...</b></p> <p>If insufficient progress is evident and unacceptable behaviour is consistent.</p>	<ul style="list-style-type: none"> <li>● Parents/carers to meet with the class teacher and/or SLT and/or SENDCO with a view to discussing a behavioural support plan, which will be reviewed regularly.</li> <li>● A review of SEND needs if the class teacher and parents feel this is appropriate.</li> <li>● Development of a longer term behaviour plan to support behaviours. This will include specific strategies, actions, adjustments and consequences including internal exclusion or fixed-term exclusions.</li> </ul>

#### **10. Break Time and Lunch Time Behaviour**

During the Break Time and Lunch Time, the rules and expectations remain the same. During these sessions, supervision is carried out by Teachers and Teaching Assistants and Midday Supervisory Assistants (MSAs).

If a pupil has displayed a behaviour that should not be repeated or if they have repeatedly ignored advice from an adult, they may be given an opportunity to calm down or have a restorative discussion in an allocated safe space with a nominated adult who will be on duty to supervise, be a listener and reinstate play times when they are able.

Consequences will be used depending on the severity of the behaviour. The following guidelines are used:

BEHAVIOUR	ACTIONS	POSSIBLE CONSEQUENCES
Breaking a school rule.	<ul style="list-style-type: none"> <li>● Time out to calm and reflect</li> </ul>	<ul style="list-style-type: none"> <li>● Missed playtime (up to 15 minutes)</li> <li>● Parents contacted</li> </ul>
Breaking a school rule which may result in accidental injury to others or minor damage to property.	<ul style="list-style-type: none"> <li>● Time out to calm and reflect</li> <li>● Headteacher informed</li> <li>● Recorded on CPOMS</li> <li>● Parents contacted</li> </ul>	<ul style="list-style-type: none"> <li>● Missed playtime</li> <li>● If reoccurring consider an individual behaviour plan</li> <li>● Removal of privilege</li> <li>● Internal exclusion</li> </ul>
Breaking a school rule by choosing to hurt someone or damaging property.	<ul style="list-style-type: none"> <li>● Time out to calm and reflect</li> <li>● Headteacher informed</li> <li>● Recorded on CPOMS</li> <li>● Parents contacted</li> </ul>	<ul style="list-style-type: none"> <li>● Significant amount of missed playtime</li> <li>● Removal of privilege</li> <li>● Internal exclusion</li> <li>● Fixed-term exclusion</li> <li>● Permanent exclusion (see Appendix A for definitions)</li> <li>● Individual behaviour plan</li> </ul>

## 11. The Use of Reasonable Force

As a last resort, when all other approaches have failed, members of staff at Huntington Primary Academy may use 'reasonable force' to manage the challenging behaviour of a pupil. All staff have a legal power to use reasonable force.

### What is reasonable force?

The following definitions have been taken from page 4 of the DFE document, 'Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013.'

1. 'The term 'reasonable force' covers a broad range of actions used by the majority of teachers at some point in their career that involve a degree of physical contact with pupils.'
2. 'Force is usually used either to control or restrain.'
3. 'Reasonable' ... 'means using no more force than is needed.'
4. 'Control means passive physical contact, such as 'blocking a pupil's path'...'or active physical contact such as leading a pupil by the arm out of a classroom.'
5. 'Restraint means to hold back physically or to bring a pupil under control.'
6. School staff will always try to act in a way that avoids injury to the pupil 'but in extreme cases, it may not always be possible to avoid injuring the pupil.'

### When can reasonable force be used?

Reasonable force may be used:

1. To prevent pupils from hurting themselves or others.
2. To prevent pupils from damaging property.
3. To prevent pupils from causing disorder.

**At Huntington Primary Academy staff may use reasonable force:**

- To remove disruptive children from the classroom when they refuse to leave it;
- To prevent a pupil behaving in a way that disrupts a visit or an event;
- To prevent a pupil leaving a classroom if this action would risk their safety or the safety of others or lead to behaviour that would disrupt the learning or behaviour of others;
- To prevent a pupil from attacking another pupil or a staff member, or to stop a fight;
- To restrain a pupil at risk from harming themselves.

The decision about whether to use reasonable force is down to the professional judgement of the staff member concerned and depends on the individual circumstances.

**12. Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

**Off-Site Behaviour**

Poor behaviour off the school premises can undermine any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. When poor behaviour from our pupils is reported to school, the following will be taken into account:

- The severity of the inappropriate behaviours.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of our school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the poor behaviour occurred whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.
- How fully the allegation of poor behaviour can be verified, following consultation with those involved directly or indirectly; This may include external agencies such as the police.

**13. Linked Policies**

- a. Anti Bullying Policy
- b. Exclusions and Suspensions (PMAT)

**14. Monitoring and Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

## APPENDIX A

<b>What is an Internal Exclusion?</b>
<p>This is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for reasons of misconduct. It may be a formal process within the school, but as it does not constitute a legal exclusion, the legislation and guidance relating to legal exclusions does not apply. There is no statutory maximum period for Internal Exclusion, but if a school is regularly using Internal Exclusions, it should consider the pupil's learning and behaviour needs. As a school, we strongly believe that the best place for an "excluded" pupil is within the school, where a safe environment can be provided, alongside the appropriate support required to complete their schoolwork. This is why an Internal Exclusion would be considered in the first instance.</p>
<b>What is a Fixed-term Exclusion?</b>
<p>A fixed-term exclusion is another sanction that a school can apply if a child does something that contravenes the school's behaviour policy. This means that the pupil is not allowed on the school site for a precise period of time. This can be for as little as half a school day, up to a maximum of 45 days in any one school year. A date will be set by the school for a return to the school. Whilst a pupil has a fixed-term exclusion, they should not return to the school premises, nor should they be in a public place during school hours.</p>
<b>What is a Permanent Exclusion?</b>
<p>A Permanent Exclusion is the most serious sanction a school can apply if a child does something that is against the school's behaviour policy. This means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort. Head teachers will usually permanently exclude only after there have been a series of interventions to support the pupil. However, there may be exceptional circumstances, where one instance of misconduct leads to a permanent exclusion.</p>
<b>What is a Supported Transfer?</b>
<p>Sometimes known as a managed move, this is a transfer to another school as an alternative to Permanent Exclusion. This should only be done with the full knowledge and consent of all parties involved, including the parents, the Multi-Academy Trust, the Local Authority and any other relevant professionals and when all available strategies have been explored. This is to enable the pupil to make a fresh start in a new school. Permanent Exclusion is an extreme step and will only be taken in cases where:</p> <ul style="list-style-type: none"><li>● Long-term, poor behaviour is not improving / not responding to strategies, and the safety and learning of others is being seriously hindered.</li><li>● The risk to staff and other pupils is too high.</li><li>● The impact on staff, pupils and learning is too high.</li></ul>