



Date Authorised by Governors	16/10/17
Target Audience:	All stakeholders
Review due:	Term 2 2018
Version Number:	2
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Hanwell Fields Community School Behaviour Policy

At Hanwell Fields, we work hard to ensure that the potential of every child is unlocked and we appreciate their uniqueness. Our values, vision and ethos drives all that we do. We want our pupils to be prepared for an ever changing world. We believe that in order to become independent, confident learners, children need to exhibit key learning powers and therefore we ensure that there are opportunities to develop these skills in everything that we do.

At Hanwell Fields Community School (HFCS) our vision is 'to educate, enrich and equip every child for tomorrow's world'. This vision is embedded in our school ethos and values to:

- Build **ambition** through shared high expectations
- Develop **determination** for achievement
- Embrace **enthusiasm**
- Promote and nurture **respect** for our community
- Encourage **creativity**
- Create **confidence** through care and celebration

We have high expectations of all the members of our community to embrace these values every day. Every child is entitled to a disruption free learning environment.

Staff use positive behaviour management to create an environment where effective teaching and learning can take place. HFCS affirms that in order to enable effective teaching and learning to take place, respectful behaviour in all aspects of school life is essential.

We effect a caring purposeful learning environment through:

- A consistent approach with high expectations of behaviour
- Promoting self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Promoting early effective intervention and transition to support pupils



- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive partnership with parents to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Creating an engaging curriculum

We believe that pupils thrive upon success in achieving their goals and, in support of this, much thought will go into curriculum design and pedagogical practice so that learning opportunities in the school meet the needs and aspirations of all pupils and are accessible to all. HFCS recognises that the successful promotion of good behaviour is made easier when pupils are engaged, inspired and challenged through the curriculum and quality first teaching.

Providing pastoral support

In a similar way, good behaviour is more likely when pupils are happy, confident and have positive respectful relationships with those around them. This will be the central focus of the pastoral care arrangements within the school. From time to time pupils will encounter difficulties, whether within the school or from circumstances in their lives outside. Sometimes these can have the potential to jeopardise the pupil's successful learning and it is critical that we take care of our pupils under these circumstances to the fullest extent possible through effective and appropriate arrangements within the pastoral care system of our school and through involvement with our inclusion team. Staff will seek to involve parents fully in matters affecting the welfare, behaviour and support of their child. We will seek appropriate collaboration with outside agencies to ensure that the needs of all pupils are met by capitalising on the range of external support available.

Building relationships

By working hard to establish positive relationships with get to know our children very well. These supportive and trusting relationships start with the class teacher and class teaching assistance. These relationships help children feel safe, secure and able to learn when working in a quiet, calm and happy environment. The school community believes this can be best achieved by creating and maintaining an



approach which is consistent, fair and predictable and where positive relationships develop and thrive.

Rules, routines, expectations and responses

Below are the rules we expect all our school members to follow. These are built on respecting individuals and creating positive learning environments. Every classroom should have a poster of these rules on display and staff are expected to teach these rules, refer to them and reinforce them in their daily practice.

Hanwell Fields Community School Rules for behaviours

I will demonstrate good learning skills by:

Following instructions first time

Listening carefully when an adult is talking

**Listening carefully when other pupils are talking
about their work**

Allowing others to get on with their work

Showing respect by using kind words and actions

Trying hard to do the best in everything I do

Expectations linked to the rules



Rule 1: Following instructions first time

When an adult directs an instruction at a child, they are expected to follow this. They do not need this to be repeated to them and complete what has been asked.

Rule 2: Listening carefully when an adult is talking

When an adult is talking to a child, they listen carefully by showing good listening skills, that they are not talking to other children or distracting themselves and that they are focused on what the adult is saying.

Rule 3: Listening carefully when other pupils are talking about their work

When a child is talking about their work the pupils listen carefully by showing good listening skills, that they are not talking to other children or distracting themselves and that they are focused on what the child is saying.

Rule 4: Allowing others to get on with their work

Children will not distract others during lesson time by talking to them, getting their attention unnecessarily, moving around the classroom if not needed.

Rule 5: Showing respect using kind words and actions

Children will not hurt others (staff or children) through being physical or verbally unkind or aggressive.

Rule 6: Trying hard to do the best in everything I do

Children will show that they are focused and completing an acceptable amount of work within their lessons, supporting them to make progress in their learning.

Uniform – All members of staff will remind the pupils of what is expected as needed. Only school uniform is to be worn. We have an expectation that the blue sweatshirts have the HFCS logo on it and that children wear black school shoes. We have an expectation that PE kit consists of black or navy shorts/tracksuit bottoms and a white t-shirt. Children are expected to have appropriate shoes for PE.

Routines

Classroom routines are a fundamental source of high expectation, a scaffold for conduct, and a community vision of habits and behaviour. We ensure that routines



are established for as many aspects of school life as possible from entering the school, walking around the corridor and general classroom routines that help the safety and flow of our learning environment.

The school day starts at 8.45am where children are expected to be in class completing a silent activity. The school day finishes at 3.15pm and children have quiet story time at 3pm, daily, before going home.

Breaktime transitions: Children are expected to stand behind their chairs before a breaktime in silence. On return from a breaktime, children are expected to line up outside their classroom in silence.

On return to class after any transition, children complete a 'Do Now' silent task to refocus them on learning.

When walking through corridors in school, children will be expected to line up silently and walk to where they are going in silence. This will be directed by the adult responsible for the class at that time.

Each lesson throughout the school day will have a built in section of silent time, giving children the opportunity to focus and sustain concentration on their work.

Responses

We respond to unproductive or negative behaviour with gradual and graded strategies and interventions which aid de-escalation and serve to ensure a safe and purposeful learning environment for all. Resolving conflict, redirecting unproductive (or destructive) behaviour, and responding to antisocial behaviour in a just, productive and proportional way teaches children how to shape behaviour and eventually leads to the development of self - regulation skills . These graded and gradual strategies are outlined below:

These are general supportive strategies to use within class to maintain positive culture:

- o Non-verbal response
(e.g. changing the tone/pitch of your voice, facial expressions & body language)
- o Tactical/planned ignoring
(e.g. if behaviour is attention seeking and it is safe to do so, ignore this. It is important not to provide the child with any attention for what they are doing)



- Praise, prompt, praise reassurance
(Scripts could include: (name) Remember our rule about listening to others. If you continue to talk while others are, you will move down the chart. Use this as an opportunity to listen to others and do your best learning.
- Distract, divert, defuse, deescalate
(e.g. ask the child a question, move items away if they are distracted by them, think about moving place in class to gain concentration; script: I like the way X has ... I wonder if everyone can be like X?; I like your enthusiasm X; shining example of embracing enthusiasm)
- Success reminders
(Scripts include: (name) Remember our school rules – listen carefully when other children are talking about their work; (name) remember to be a successful learner you need to try your hardest)
- Humour / relating to the child
(e.g. I wonder what you could do to make sure I can see that you are trying your best?)
- Physical proximity/positive touch
(e.g. move over towards the area of the classroom child is, place a hand on their shoulder to refocus them)

These are used when behaviour continues:

- Warning/rule reminder/reinstating boundaries
*(Scripts: **(name) Remember our rule about** listening to others. **If you continue to** talk while others are, **you will move down the chart. Use this as an opportunity to** listen when others are talking.; I understand you feel (it's unfair/you're feeling upset/angry) you have the power to change your behaviour by ...)*
- Change of face (in class adult) to support
(e.g. ask the other member of staff – Teacher/TA – to discuss behaviour choices with the child and how they can move up and repair their behaviour choices)
- Clear direct language describing what is expected
(e.g. (name) I need you to listen carefully to my instructions. This is rule 1. You need to look at me and not talk to others. This way I will know you are listening and following this rule.; social stories may be used to support children who are struggling with specific rules as needed)
- Moved down chart
(Script: (name) you have not listened to my instructions and I have given you a warning about this. You now need to move down the



chart. You can repair this by listening carefully to my instructions and following them first time.)

Rewards

Good order based upon respect for the individual, respect for others, respect for the environment, and an understanding that learning can only take place within a settled environment is required. It is the responsibility of all staff to generate a positive and purposeful ethos where self-regulation and individual self-discipline will be encouraged and expected of pupils (age and stage appropriate). Opportunities will be taken readily to praise achievement, acknowledge considerate conduct, commend caring actions, and celebrate successes. The school community creates a positive learning environment where pupils feel that they can learn from their mistakes, they will be noticed and rewarded for doing the right thing at the right time and importantly those pupils that continuously get it right are not forgotten but used as role models and reminders to those around them.

Please see the charts below to explain the reward system at HFCS:

REWARD	TO REINFORCE
'ASK ME ABOUT' Stickers	Positive work, effort or a good behaviour
LEARNING POWERS CERTIFICATES	If a pupil has shown a skill in one of the learning values during the week
TRAFFIC LIGHT CHART	Positive work, effort or a good behaviour
POSTCARD HOME	Consistently positive work, effort or a good behaviour & have got to gold at the end of the day
HOUSE POINTS	For continued positive work, effort or good behaviours throughout the day
PHASE LUCKY DIP	Children have got to gold 5 times
HEADTEACHERS AWARD	For the greatest achievement or improvement within the class during that term
GOVERNORS AWARD	For the greatest achievement or improvement within the class over the whole year
100% ATTENDANCE	100% attendance during the year given out in house colour
AMBASSADORS OF LEARNING	On-going, constant role modelling of the learning powers behaviours within the classroom over time-termly
CLASS ATTENDANCE AWARD	The class who has the highest % of attendance weekly
HOUSE CAPTAINS	Pupils who have been good role models to their peers during KS2





f actively seek times to publically thank/congratulate/reward those getting it right. Staff are firm and consistent with those getting it wrong but remind them of what it is we want to see and then notice it!

In order to help shape behaviour for learning, keep the school community safe and to teach our children responsibility for their choices, we use a traffic light colour system to help clarify expectations, acceptable/unacceptable behaviour and support our pupils to behave in way that keeps our community happy, safe and engaged in learning. This system, where possible, is differentiated through the year groups to keep it fresh and current for all. Children can move up and down according to their behaviour and work choices through the day. Children will receive a warning and a reminder of the behaviour we want to see before moving down the chart.



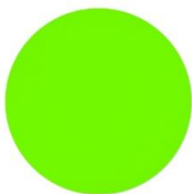
It's glorious to be gold

Child receives Gold Certificate to share with parents.



It's super to be silver

Child receives an 'Ask Me' sticker so they can celebrate their achievements with others

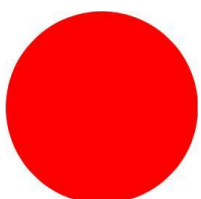


Its great to be green



It's an **opportunity at amber** to stop, think and get back to green. It's within your power to choose what happens next.

Behaviour is loaqed on SIMS



It can feel **rocky at red** but you have the power to return to amber and use the opportunity to change your behaviour

Behaviour is logged on SIMS&CPOMS. Red Slip sent home and parents contacted.



Expectations for behaviours are differentiated per year group.

EYFS & Year 1: **Great to be Gold** playing well with others, sharing, taking turns, being kind and we try to be the best we can be with our work. We understand that we need help to self-regulate.

Year 1-Year 4: **Glorious at Gold** we are independent with some of our work, we help other sin the class, we are a respectful member of the school community, we are determined to give our very best in whatever we do and are learning to self regulate with support.

Year 4-6: **We are our greatest at Gold** we are ambitious in our goals and work hard to achieve them, we are confident in our abilities and can help others. We are respectful with all and model this to the younger community. We embrace enthusiasm and are determined to better ourselves. We have the skills to self-regulate.

All staff use a consistent way of informing pupils of consequences for example:

- What are they doing wrong (which rule did they break) - warning
- The consequence for breaking this rule
- What you would like them to do next

Example:

"Jasmin you are talking over me which means you are not listening to others (rule 3), you are now on amber, I would like you to focus on what I am saying"

Children all start the day on Green and it is amazing if they stay on green all day. However, they can move up through silver, gold then house points or move down through amber and red.

If a pupil at any point reaches RED on the behaviour chart then they will receive a red slip at the end of the day. This slip uses restorative language to set targets for the following day as a means of support and information sharing for parents. Teachers will endeavour to meet with the parents to share the day's events that led to the red slip being written.



These red slips are then signed by parents and returned to the teacher. The Teacher must then record the slip onto the child's SIMS & CPOMS pages under behaviour incidents.

If a child has had a physical incident on the playground, they will receive a physical incident slip at the end of the day. As with a red slip, restorative language will be used to set targets for the following day. Teachers will make contact with parents to share what has happened and the steps to repair this behaviour choice the following day.

Sanctions

A range of sanctions are outlined below and will be characterised by clarity about why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Sanctions will be applied when inappropriate behaviour occurs. The nature of the sanctions and associated procedures will be decided by the school staff, except in the case of exclusions where the policy and its associated procedures is the subject of a separate policy statement. (see exclusions policy)

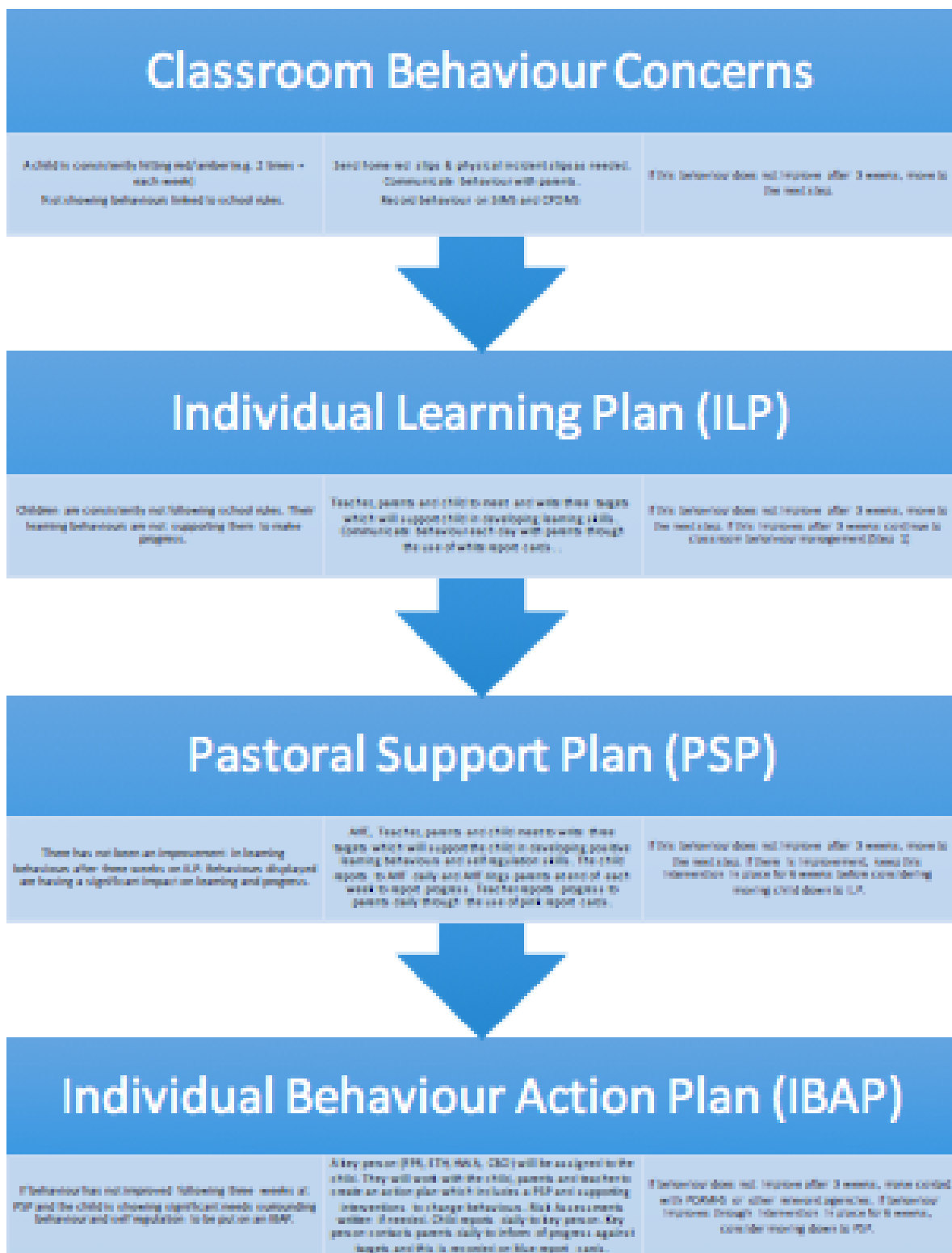
The below chart will be used as a waved approach to support children in developing their behaviour choices if they are persistently on red. Children's movements within this approach will be tracked through the High Level Behaviour Log and behaviour team meetings will quality assure this process.

The following sanctions will be put in place to support children. The aim of this process is to return children back to class in order for them to learn.

1. A child is stuck on red, they have been moved down and behaviour is not focussed on moving back up the chart.
2. The class teacher asks the child to move to the 'Reflection Station' in the classroom. They turn the 5 minute timer over and spend this time working in silence. After this time, if their behaviour improves they are moved up and return to their place in class and return with learning.
3. If a child does not improve their behaviour choices, the member of SLT on duty will withdraw the child into time out. This will take place for 10minutes. Within this time, the member of SLT will discuss with the child how to repair their behaviours. The child will go back to class and if demonstrating positive behaviours move up the chart.
4. If a child does not make positive behaviour choices following withdrawal from class, they are then placed in isolation for the rest of the day. Parents will be



- invited to come in to school following this to meet with SLT member and teacher to discuss behaviour choices and support for the following day.
5. If behaviour choices have meant that the child has not completed an acceptable amount of work (as directed by the teacher) they will be asked





to stay after school to complete these.

Behaviour 'out' of the school

When a child is out of school but remains in school uniform, it is important to recognise that they are representing the school due to being identifiable.

The school's teachers have the right to apply sanctions for misbehaviour when the child is:

- Travelling to and from the school (including walking to and from the school day)
- On any school visit
- Wearing school uniform unsupervised by appropriate adult
- Or are identifiable as a pupil of HFCS
- Poses a threat to any other pupil or member of the public
- Adversely affect the reputation of the school
- Teachers have the legal power to confiscate property from pupils off the school site.

HFCS will use the same set of sanctions in line with, 'In-School' behaviours for misbehaviours reported off site.

Bullying and Acts of Unkindness

Following on from work by the school council (2014) they recognise that there are 2 types of incidents that can happen to pupils and that the two should be recorded separately:

1. Acts of Bullying- this is where a child or group choose to purposely and repeatedly bully another member of the community.
2. Acts of Unkindness – these are one off incidents that have caused harm to another member of the school community.

Both bullying and incidents of unkindness of any kind is treated seriously at HFCS. Pupils should report bullying by completing a referral form from their teacher, these are then logged. Staff will investigate the allegations and decide on the best action.



HFCS will endeavour to resolve all incidents of harm through restorative principles. This decision is due to recognising the importance of educating children in making the right choices by making them aware of how and why others are affected by their choices.

Staff - If name calling or any other form of ill treatment happens in your lessons, it must not be ignored and should be dealt with promptly, reminding the class of what is the right way of treating each other and give them a verbal consequence in line with the school rule.

The school will provide education in the PSHE curriculum in lessons, around the impact and consequences of bullying in its different forms. The Inclusion team may use restorative process to deal with a relationship breakdown, as a means of supporting the 'victim' of bullying and educating the 'offender' of the consequences of such actions. You can request a restorative meeting by making contact with the Inclusion Team in the first instance.

All bullying or Incidents of Unkindness are logged through SIMS, so they can be monitored and analysed for patterns and to make sure actions taken are having an impact in reducing incidents.

As a member of the HFCS community if you hear of any claims of bullying/unkindness then make sure you listen and pass on the information to the relevant class teacher or inclusion team, even if you feel you have resolved the situation.

Behaviour support for children identified as having SEMH needs

Reasonable adjustments will be made where the pupil may have a disability or a special educational need. If a child has a special educational need or disability which affects their Social, Emotional and Mental Health they will receive support as outlined in the Special Educational Needs Policy.

This support may include, but is not limited to:

- Support from the Inclusion Team through delivery of interventions
- Adaptations in the classroom environment to meet their needs
- The referral to external agencies
- Additional provision to support mental wellbeing, the development of social skills, self-esteem, social interactions, emotional resilience delivered by a member of school staff



- Action planning meetings with teachers, children and parents and/or carers to identify next steps and put in support as necessary.

Recording and reporting procedures

All incidents are recorded via SIMS. Please make sure you enter consequences as soon as possible. When entering make sure you record facts only not emotions as this documentation has a large audience including parents and outside agencies. There will be systematic tracking of pupils by, for example, gender and ethnic or natural origin; by cultural, religious or sexuality allegiance; and of pupils with special educational need or disability, 'looked after children', Ever6 & FSM and pupils 'at risk' known as Nurture Pupils .

The Head Teacher will not only ensure that efficient systems are in place for record keeping, but that effective actions are taken to support and encourage positive behaviour, for example, from analyses of logs of incidents.

Records will be archived normally for 5 years but for 10 years in exceptional circumstances. Incidents where a child has needed restrictive physical intervention will be kept in school for 75 years and recorded on CPOMs.

The use of physical contact, care, comfort, reassurance and Restrictive Physical Intervention (RPI)

At HFCS our aim is to provide clear guidance to school staff on the use of physical contact. We want staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care.

Physical contact is necessary and justifiable when it meets the needs of the pupil. School staff recognise that physical contact is an integral part of the job, for example when teaching physical skills such as swimming and gymnastics, various forms of therapy, the administration of first aid and providing comfort, care and reassurance.

On occasions school staff may need to use reasonable force to prompt, guide or hold children.

"Reasonable force – using no more force than needed. Restraint means to hold back physically or bring a student under control" (Use of reasonable force advice or head teachers, staff and governing bodies, DFE, 2012, pg 2)



Staff do this in order to help children keep people safe. School staff maintain a duty of care and make decisions based on the best interests of the children. Duty of care, along with the rights to use reasonable force comes automatically with being given control or charge of pupils. Staff use dynamic and planned risk assessments to reduce risks while keeping the best interest of the child as the paramount concern. School staff have received Team Teach training. A significant part of the Team-Teach training centres on minimising the requirement for use of physical management, and it also includes a range of personal safety strategies and methods for holding children safely. Team-Teach training has achieved the ICM Quality Training Centre Award in accordance with DCSF and Department of Health Guidance. Positive handling training is provided by qualified tutors who are governed by rigorous guidelines.

The school may ask for assistance from Thames Valley Police.

Serious/significant Incidents

- Verbal or Physical abuse of staff or pupils
- Fighting
- Possession or use of alcohol/drugs/Bringing into school dangerous items
- Deliberate damage to school or others possessions
- Bullying or racist behaviour
- Making malicious unfounded allegations against a member of staff
- Walking out of class/school without permission

School staff have the following support to deal with these behaviours:

- Parent meetings
- Restorative Meetings
- Detention
- Internal isolation
- Governors Warning
- Fixed term/ Permanent exclusion

All serious incidents must be reported to the Head or Deputy Head and then recorded on CPOMs. You may then be asked to complete a more detailed account on statement paper.

The school strongly believes in restorative process as a means of restoring relationships that have been damaged. If you have been involved in serious incident, you may well be asked if you would like to take part in a restorative meeting. All significant events will be recorded and reported. Records will be brief,



precise, accurate and relevant. Any witness evidence will be in writing, signed and dated.

As records can be called as evidence in law they should have the integrity to bear rigorous external scrutiny. Any restrictive physical interventions will be recorded on CPOMs and these records will be kept for 75 years.

Exclusion (see exclusion policy)

Exclusion is a very serious sanction and the decision to exclude is not taken lightly. The decision to exclude a pupil from the school is made only by the Headteacher. Parents are informed by telephone and invited in to discuss the incident. They will then receive a letter if their child is excluded.

Parents are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. After 6 days the school will make arrangements with the parents in offering education.

Parents are expected to attend a reintegration meeting with a member of the senior leadership team on return from any exclusion. Pupils are then monitored on an (Individual Behaviour Action Plan) IBAP report card following exclusion.

Governors Behaviour Panel

Pupils who are failing to improve their behaviour despite interventions are asked to appear with their parents before the Head Teacher and a School Governor. Any pupil that has received 2 fixed term exclusions will be expected to appear before governors as part of their reintegration to the school. They are expected to account for their behaviour and sign a behaviour contract. All such pupils are monitored by SLT for up to 4 weeks following being called to the panel.

School Police Liaison

The school works closely with the Thames Valley Police (TVP) to assist us in ensuring that our pupils are safe both in the school and in the local community. They will give advice, information and support to pupils, as appropriate, and their families. The school and TVP share information to this end. Where a criminal offence is known by the school to have taken place either in or outside school this information will be passed to TVP.



Search (Education Act 2011)

It is the school's legal right to search any pupil suspected to be in possession of any illegal substances or weapons. Such searches are always done by a member of the School Leadership Forum and if when possible TVP. Any pupil found in possession of a weapon or illegal substance will be referred to the TVP and may face permanent exclusion.

The Local Governing Body (LGB), Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds; particularly ethnic, cultural, religious, gender, disability or sexuality. The school will also ensure that the concerns of pupils are listened to and appropriately addressed. The LGB will support the school in maintaining high standards of behaviour and, in consultation with the Head teacher, staff and parents will formulate and publish its own policy for behaviour and discipline and monitor its application. It will formally review the policy at least bi-annually considering evidence from attitudinal surveys as well as data, for example, on the use of rewards and sanctions including exclusions (internal and external). The Head Teacher and LGB will ensure that appropriate training is provided for staff in order to support their work in implementing the policy. All staff will be required to share the responsibility for establishing and sustaining good behaviour and for ensuring that the policy and procedures are followed, and consistently and fairly applied. Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school. They should be encouraged to work in partnership with the school to assist in the maintenance of high standards of behaviour and will have the opportunity to raise any issues arising from the operation of the policy. Pupils will be expected to take responsibility for their own behaviour (age appropriate expectation) and will be made fully aware of policy, procedures and expectations. Pupils will also understand their responsibility to ensure that incidents of disruption, violence, bullying (including incidents of unkindness) and any form of harassment are reported to the appropriate person in the school.