



**Hanwell Fields Community School**  
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**Hanwell Fields Community School**

**June 2021**

**BEHAVIOUR POLICY**

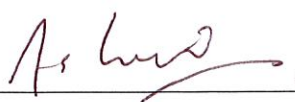


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## Behaviour Policy

Ratified by Governors - Date:	12 <sup>th</sup> June 2021
Signed by Chair of Governors:	
Signed by Head Teacher	
Review due:	June 2022

### Expectations

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focussed approach to behaviour management. We believe that children at Hanwell Fields Community School are entitled to a learning environment which is calm, nurturing and caring as this will support children emotionally and educationally to make the best possible progress.

The policy sets out how Hanwell Fields will promote positive behaviours, self-regulation and respect, prevent bullying and ensure that children are able to engage fully in the high-quality teaching and learning opportunities offered to them.

In applying this policy, staff will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. They will also take into account the needs of pupils with special educational needs and have regard to its safeguarding policy where appropriate.

Hanwell Fields expects that all members of its learning community uphold the exemplary behaviour standards and the high level of personal conduct that is at the heart of this policy, accepting responsibility for their behaviour choices and encouraging others to do the same. Consistency, clear and calm adult behaviours underpin what we do. This policy is built around Hanwell Fields school values with an emphasis on respect.

Our school 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. We work hard to ensure that the potential of every child is unlocked and we appreciate their uniqueness. 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.

### **Policy Implementation**

**All staff** will implement Hanwell Fields behaviour policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. We expect every adult in school to:

- Building supportive and trusting relationships with children
- Take time to meet and greet children in the morning, or when they see them throughout the school day
- Refer to the school rules of **Respectful, Responsible, Ready to learn**
- Model positive behaviours
- Implement school routines as we recognise that these are a fundamental source of high expectation, a scaffold for conduct and a community vision of habits and behaviour
- Plan lessons that engage, motivate, enthuse, challenge and meet the needs of all learners
- Implement the reward system (please see below), rewarding children who have gone 'over and above' expectations, giving first attention to best conduct.
- Be calm and give 'take up time' when implementing stepped sanctions, giving opportunities for repairing behaviours before sanctions are issued
- Follow up behaviour every time with reflective and restorative dialogue
- Never give up on or walk past children who are struggling with behaviour choices

**The senior leadership** team of Hanwell Fields Community School will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required. They are responsible for guiding, modelling and supporting staff and ensuring a consistent approach. They will:

- Take time to welcome children and families at the start of the day
- Be a visible presence around school, especially at break times and transitions to and from school
- Celebrate all members of the school community who go above and beyond expectations
- Regularly share good practise







- Monitor and use behaviour data to inform practise, next steps and those children who may need further support
- Regularly review provision to support children's behaviour
- Prioritise support for children in regard to wellbeing and pastoral needs
- Support teaching staff to build and deliver an engaging curriculum
- Regularly praising children who have gone above and beyond expectations by providing motivating reward moments (e.g. work sharing)

**Students** are responsible for:

- Working hard to follow the school rules of Respectful, Responsible and Ready to Learn.
- Demonstrating the school values in all that they do
- Making positive behaviour choices which allow them and others to learn to the best of their ability
- Moving safely and sensibly when transitioning around the school
- Wear school uniform, including school PE kit for lessons. This includes appropriate footwear.

**Parents** are responsible for:

- Communicating to school staff any difficulties or challenges children are facing on a day-to-day or long term basis that may have an impact on behaviour
- Working with school staff to promote positive behaviour choices

**Behaviour expectations**

At Hanwell Fields Community School we have high expectations for all children. We expect that children show positive behaviours that model out school values. We also recognise behaviour that is 'above and beyond' our expectations. This could be through exceeding expectations linked to the school rules, effort expectations or through initiative. Positive behaviour is recognised in a range of ways, for further detail please see the section below where rewards are outlined.

We recognise that we must teach key skills in order for them to make positive behaviour choices. Due to this we made explicit links within our PSHE curriculum as to where we teach emotional literacy skills. This is linked to a Zones of Regulation approach which is used and referred to throughout the school.

All members of the school community are expected to follow and model the school rules. These are:

- Respectful
- Responsible
- Ready to Learn

The school staff will follow an approach of stepped sanctions when supporting children who are not making positive choices. Interactions with children are always focussed on finding positives and





restorative conversations when something has gone wrong. For more information on stepped sanctions and consequences please see the section below where this is outlined.

Where children are finding it difficult to display positive behaviours and/or display continual disruptive behaviour, support will be sought from the school's Inclusion Team. Specific intervention may be offered to support these children, this could be: a tailored intervention delivered by a member of staff; referral to an external agency for further support or multi-agency working to ensure that the child is fully supported using a holistic approach.

For further information and summaries around behaviour expectations please refer to the following appendixes:

### **Appendix 1 – Behaviour Policy Blueprint**

*This is a concise A4 document which teachers refer to for a consistent approach to our behaviour policy. This ensures behaviour and expectations are consistent.*

### **Rewards**

We believe that positive strategies are key in order for us to develop a culture of impeccable conduct and consistent excellence in behaviour choices. Clear, simple routines and expectations are used to make children feel valued members of the learning community and motivated to try their best. All adults will be looking out for children who model values, uphold the school rules and go over and above expectations held for them. Staff will adapt rewards that have the potential to be discriminatory for children with additional needs.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

Ways children will be recognised for showing positive behaviours and going 'above and beyond' are:

### **A Positive Note Home/Letter Home from Head Teacher/SLT**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children. Where possible, this will be accompanied by work that the child has produced.

### **Recognition Board**

A Recognition Board, Marble Jar or equivalent will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. The class works together to show over and above behaviours earning tokens for the board/jar. There







is emphasis on children working together as a team to get a target amount. When this is reached by the class, all have a reward, and this will not be taken away from children as a consequence. Each class chooses a celebration when all marbles (as class) are on the board from agreed list (EYFS/KS1/KS2) to ensure consistency of approach.

### **Phone calls home**

Teacher or SLT phones parents to share child's success.

### **Achievement Assembly**

Headteacher certificates are awarded to a child in each class during Friday assembly. These certificates are earned by displaying school values. Children take their seat pride of place on "the best seats in the house" for the duration of the assembly. Following assembly the group meet with the headteacher who shares and promotes their success.

### **Governors Awards**

At the end of each large term (three times yearly) one child per class will be awarded a Governors Award for going consistently above and beyond expectations as well as upholding school values. Learning Ambassador badges are also awarded at this point for children who consistently show positive learning behaviours.

### **My Personal Best Notebook**

Recognition in all subject areas is recorded in each child's 'personal best' book. This is kept with them as they move up the school. Short, handwritten notes are added in a journal style when a child has beaten their personal best (e.g. improved handwriting, mastered long division, reliably caught a ball in PE). The idea behind this is the reward is tailored to children's individual level, ensuring that our approach is inclusive. These may - where appropriate - be shared with SLT for further celebration.

### **Sanctions**

A restorative approach is used at Hanwell Fields as we believe that is important to support children to discuss and make changes to behaviour. The use of positive reinforcement will always be our default approach. We believe that high expectations, restorative practices and a nurturing approach are key to building positive relationships. Restorative conversations help children to realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip children with tools they can use to avoid similar incidences occurring in the future.

Please see Appendix 3 for further information about restorative questions used to support children.

Every adult in our school is important and has the ability to deal with behavioural incidents.





If an incident takes place in the playground, this will normally be dealt with by support staff who use the same strategies as teaching staff. This allows an intervention and restorative conversation to take place immediately. These incidents will not be revisited by the class teacher, Inclusion Team or Senior Leaders unless further action is required.

Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the Senior Leadership Team and/or Inclusion Team may be involved in a variety of ways (e.g. releasing the class teacher to have a restorative meeting with a child).

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. A process of Stepped Sanctions will be followed when supporting children in managing behaviour choices. Take up time will always be given to children as they move through this model and adults will not leap or accelerate steps for repeated low-level disruption. When implementing this process learners will be held responsible for their behaviour and staff will deal with behaviour without delegating.

**Please refer to Appendix 1 – Stepped Sanctions and Scripts which outlines this process.**

When a child is not responding to strategies to support or modify behaviour, clear and consistent consequences, chosen by the adult dealing with a specific incident, will be used. Where a child has an additional need these will be modified, if appropriate, and recorded on their Behaviour Plan.

Sanctions are set out below:

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.







### **Malicious accusations against staff**

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher (or Chair of the LGB) should consider whether any disciplinary action, which could include permanent or temporary exclusion, is appropriate against the student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible even if he/she was not a student.

- 1.1 Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in employer references.

### **The power to discipline beyond the school gate**

This behaviour policy will extend to activities outside the school day and off the school premises, Sanctions can apply when the pupil is:

- taking part in any school organised or school related activity (e.g. school trip)
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This includes behaviour children may have been involved with through the use of technology or virtually (e.g. cyberbullying or device misconduct). Staff will respond to these behaviours and issue sanctions in line with 'in-school' behaviours for misbehaviours reported off site.

### **Graduated Approach**

Hanwell Fields Community School has a graduated response to behaviour issues. This includes the use of behaviour plans for children with significant needs and the utilisation of support from external professionals.

**Tier 1:** School and classroom-wide systems for all children and adults. For example: Stepped Sanction and Reward process; Inclusive classroom checklist; Quality First Teaching that meets the needs of learners.







**Tier 2:** Specific interventions are offered for identified groups (for example: those with speech, language and communication needs; literacy difficulties; transition for those with known behavioural difficulties; or those deemed vulnerable). These interventions may be delivered by the child's teacher, teaching assistant or by a member of the school Inclusion Team.

**Tier 3:** A highly personalised and individualised approach may be necessary for a small number of children. Provisions may include but are not limited to: SENCO or Family Welfare Lead involvement; Education Psychology involvement; Speech and Language Therapy; Support from Oxfordshire SENSS Services; CAMHS support; Behaviour Plans; Positive Handling Plans; Intensive 1:1 intervention.

## **Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at Hanwell Fields Community School.

At Hanwell Fields we recognise that there are two types of incidents that can happen to children and that these should be recorded separately.

**Acts of Bullying:** This is where a child or group choose to purposely and repeatedly hurt another member of the school community.

**Act 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 Hanwell Fields. Children should report these by reporting an incident to a member of staff who will then investigate the allegation and decide on the best action. Staff will support children to resolve incidents of harm through restorative principles.

If name calling or any other form of ill treatment happens in lessons, it will not be ignored and staff will deal with this promptly, reminding children of the right way of treating each other, giving a sanction in line with what is outlined above.

All incidents of bullying and unkindness will be logged on CPOMS, so they can be monitored and patterns analysed.

Please see Hanwell Fields Community Schools Anti-bullying Policy for further information.

## **Use of social media**

The guidance below applies to all forms of social media, those that are used for school purposes and personal use that may affect the school, pupils or staff in any way.





Instances of prohibited use include:

- damage to the school or its reputation is caused, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

If you believe there is a misuse of social media that needs to be investigated, please report this immediately to a member of the Senior Leadership Team. If using social media it is expected that this is used responsibly and if necessary sanctions will be put in place for individuals where it has been misused. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place. For more information regarding this please refer to the Safeguarding Policy.

### **Use of reasonable force**

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.

If appropriate, 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
- 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.

### **Searching Children (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 Team and if





when possible Thames Valley Police. Any pupil found in possession of a weapon or illegal substance will be referred to the police and may face permanent exclusion.

### **Exclusions**

Exclusion is a very serious sanction and the decision to exclude is not taken lightly. However, in order to ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. The decision to exclude a pupil from the school is made only by the Headteacher, or in their absence the designated teacher in charge. 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 a report card following exclusion.

Hanwell Fields Community School will adhere to current legislation, including the Equality Act 2010 and are obliged to have regard to the DfE guidance on exclusions where specific reference is made to the Equalities Act. These duties will be complied with when deciding whether to exclude a pupil. Where consideration is being made to exclude a SEND child, the Headteacher and governing body will comply with their statutory duties in relation to the SEND Code of Practise and when administering this process.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips etc.

For further information regarding Exclusions, please refer to our Exclusion Policy.





School Rules		Relentless Routines	
1. Respectful 2. Responsible 3. Ready to Learn		<ul style="list-style-type: none"> <li>• Wonderful walking</li> <li>• Legendary lines</li> <li>• Tremendous transitions</li> <li>• Hand signal for stop</li> <li>• Eyes on me</li> </ul>	
Stepped Sanctions	Script	Restorative Questions	
<p><b>Reminder</b></p> <p>State behaviour and link to rules. Give take up time – expect the right choice</p>	<p>I noticed you chose to ... This is a reminder that we need to be ... You now have the chance to make a better choice. Thank you for listening.</p>	<p>Following every 'Space to cool off' incident.</p> <p>Conducted by the teacher that is dealing with behaviour, not the member of staff that the child may have ended up with.</p>	
<p><b>Final Warning</b></p> <p>State behaviour and link to rules. Give take up time – expect the right choice</p>	<p>I noticed you chose to ... This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>..... if you choose to break our school rules again, I will ask you to go to the quiet area.</p> <p>Do you remember when ... That is the behaviour I expect from you. I know that you can make good choices. Thank you for listening.</p>	<p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)</li> <li>6. How have they been affected?</li> <li>7. What should we do to put things right?</li> <li>8. How can we do things differently in the future?</li> </ol>	
<p><b>Space to Cool Off</b> (in classroom)</p> <p>Chd sent to designated area of the classroom 5 mins calm down without any further disturbances Chd to complete appropriate task If behaviour improves – return to class.</p>	<p>I noticed you chose to.... You have now chosen to go and work .... I will come and speak to you in two minutes. Thank you for listening.</p>	<p>It is not the severity of the sanction that is important; it's the certainty that this follow up will take place.</p>	
<p><b>Space to Cool Off</b> (somewhere else)</p> <p>Chd escorted/taken somewhere else Stays for remainder of session Teacher/TA provides work for chd Teacher/TA collects following session to implement sanction and follow up</p>	<p>I noticed you chose to .... I will now contact ... and you will need to go to ... / with them. I will come and speak to you at the end of the lesson.</p>		
Visible Adult Consistencies		Over and Above	
<p>Meet and Greet First attention to best conduct Calm, caring and supportive Modelling positive behaviours Never walking past chn struggling Public praise</p>		<p>Values Effort Initiative</p>	

<b>Sanctions</b>	<b>Rewards</b>
2 minutes owed Pay it back time Parental Involvement	Positive Note Home Letter from SLT/Headteacher Phone call home Recognition Board & Golden Time Achievement Assembly Personal Best Notebook