



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Behaviour Policy

Approved – January 2024
Next review – January 2025

Achieving Excellence Together

As a Church of England school, our Christian vision and values are central to all we do.

Following in Jesus' footsteps, pupils at Hunton make positive and courageous choices to open up the world by stepping outside their comfort zone in order to 'live life in all its fullness'.

*Our Christian vision is conveyed through our values: **compassion, joy, respect and perseverance** and explained by the Bible story of Peter walking on water. Jesus inspires us to live out our Christian values and to strive for excellence in all that we do; striving to '**live life in all its fullness**'. (John 10:10)*

Hunton CEP School is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community belonging: **Compassion, Joy, Respect, Perseverance**.

Our pupils' achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience '**life in all its fullness**' (John 10:10). This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age disability, gender or background.

This policy outlines what we expect from all our pupils in terms of their behaviour with our Christian values at the forefront, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

The Governors and staff strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

We also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Hunton CEP School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. The whole school Behaviour Policy emphasises that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable and attracts a zero tolerance attitude. The policy therefore includes an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties, in order to comply with the Equality Act 2010 and which are described in the school's Equality Policy, are further reinforced through the whole school Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

Context:

This policy is also written in line with the requirements of:

- Behaviour in Schools – Advice for headteachers and school staff (2022)
- Keeping Children safe in Education (2023)
- Education and Inspection Act (2006)
- Children and Families Act 2014
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years.
- Mental health and behaviour in schools guidance
- Teachers' Standards

Aims

1. Children show **compassion** and help each other during lessons and playtimes.
2. Positive behaviour and attitude fosters **joy** of learning and of the whole school experience
3. Children are taught to **respect** each other, staff and belongings
4. Children are taught to **persevere** and take an autonomous approach to being responsible for their own behaviour, reflecting on where they could make the right choices.

We expect that by encouraging positive behavioural patterns we will promote good relationships throughout the school built on trust and understanding, and that through the use of this policy all of our pupils are supported in developing a high level of social awareness.

Roles and Responsibilities:

The Governing Body

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher of a maintained school must:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;

- The Headteacher is responsible for reviewing and approving this behaviour policy.
- The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The Headteacher keeps records of all reported serious incidents of negative behaviour.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action would only be taken after the school governors have been notified.

Staff

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Ensuring that the full value contract (class rules) is enforced in their class, and that their class behaves in a responsible manner during lesson time. The teacher treats all children in their class fairly and with respect and understanding.
- Having high expectations of the children in terms of behaviour, and striving to ensure that all children work well.
- Creating a safe and pleasant environment, physically and emotionally
- Provide a challenging, relevant and engaging curriculum
- Dealing with a child's negative behaviour in the first instance. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher and/or SLT.
- Liaising 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 SENDCO or head teacher who will liaise with the STLS.
- Reporting to parents 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.

Parents

Parents are expected to:

- Make children aware of appropriate behaviour in all situations and read and support the standards of behaviour as shared in this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Provide children with consistent messages about how to behave at home and at school
- Encourage independence and self-discipline
- Support their child's learning, and to co-operate with the school, as set out in the home-school agreement.
- Support the actions of the school if the school has to use reasonable consequences to sanction a child. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented with the school governors (Please see the Complaints Policy).
- Adhere to the Parent Behaviour Policy

Pupils

Pupils are expected to:

- Demonstrate **compassion** in all that they do and say
- **Persevere** and work to the best of their abilities and allow others to do the same
- Treat others with **respect** and take care of property and the environment in and out of school
- Listen and follow the instructions of the school staff and adults working with them
- Have the courage to be honest and take responsibility for their actions and words
- Co-operate with other children and adults and demonstrate **compassion** and **joy** showing the qualities of a good **friend**

Rewards

Acknowledging good behaviour encourages repetition and communicates our school's expectations and Christian values to all.

Praise: A public word of praise in front of a group, class, whole school or a written comment in books.

- Daily (age-appropriate) reward charts with children gaining stars/wristbands. A series of these may also lead to an end of term prize.
- Team points. Reward children with increments of 1 team point. Winning team at the end of each term to have own clothes day
- Celebration Assembly awards for outstanding achievements with certificates.
- Achiever of the Term letters posted home.

Sanctions

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

All staff respond in a consistent, fair and proportionate manner, so pupils know that misbehaviour will always be addressed.

- 1st instance- Reminder of correct behaviour
- 2nd instance- verbal warning with opportunity to correct behaviour
- 3rd instance- Move down individual behaviour chart if applicable.
- 'Reflection Zone' - Linked to our whole school zones of regulation provision: children to have an opportunity for a 'time out' in a separate seat/area to reflect upon their behaviour.
- Loss of playtime/lunchtime: 1 minute increments up to a maximum of 5 minutes
- Phone call to parents
- Sent to a member of the Senior Leadership team, who will encourage the child to reflect upon their behaviour choices and reiterate high expectations of attitude and behaviour. Child to fill in a reflection form. Parents will also be informed of this.
- Internal exclusion with a member of the SLT

A child will also be sent to the Headteacher for:

- Physical acts of violence
- Swearing
- Flagrant disregard for recognising the authority of an adult
- A pattern of inappropriate behavior
- Internal exclusion

Temporary or permanent exclusion by Head Teacher – this is a measure of last resort and will only be done in extreme cases.

Supporting Pupils following a Sanction:

Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- A phone call with parents, and the Virtual School Head for looked after children;
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;

- Inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- Considering whether the support for behaviour management being provided remains appropriate

If the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in [Part 1 of Keeping Children Safe in Education](#) school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate

Procedures for the exclusion of children

Under section 64 of the School standards and Framework Act only the Headteacher has the power to decide whether or not to exclude a pupil.

The DFE are clear that they trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'](#)

Exclusion can be for disciplinary reasons only and can take one of two forms:

1. Fixed period(s) – must not exceed 45 days in any one school year.
2. Permanent exclusion

Once a pupil has been excluded the Headteacher will:

- Ensure that the parents are notified immediately and told of their right to make representation to the Governors Committee. (It is recommended that exclusions should not normally begin until the next school day).
- Inform the Governors Committee of all permanent exclusions, and all exclusions which result in the child missing more than five school days in any one term
- Inform the LA of the same categories of exclusion as for the Governors Committee. In addition, information about fixed term exclusions of between one and five days should be reported to the LA termly unless the LA asks for the information more frequently.

To enable proper monitoring of exclusions, the school will provide the following information for the LA:

- Name of the pupil
- Length of the exclusion
- Reasons for the need for an exclusion
- Pupil's age, gender, ethnicity and whether they have a statement of Special Educational Needs
- Whether the pupil is a Looked After Child (in the care of the local authority)

The Headteacher will arrange for work to be provided as soon as the pupil is excluded for a fixed period of up to 15 school days. Parents should arrange for work to be collected and returned and the school will ensure that it is marked and that further work is set until the pupil returns to school. Where a pupil is excluded for a fixed term of more than 15 days, the school will contact the LA to make arrangements to provide an appropriate package of education for the child. The school will be expected to meet some of the cost. For permanently excluded pupils, the teacher will set and mark work while the pupils name remains on the school roll. (The pupil's name will remain on the school roll until the appeal procedure is completed or until the time for appeals has expired without an appeal being lodged)

After all, every child has the right to learn. No child has the right to disrupt the school life.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

What the law allows

- Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

Power to Screen and Search Pupils

All staff at Hunton CEP School have the right to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, so long as it is reasonable in the circumstances.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#)

All staff have the right to search without consent for the following items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules.

Use of Reasonable Force

Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#). When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Head teacher and all authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or that could adversely affect the reputation of the school.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

- We should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.
- We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.
- We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#).
- We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.
- In 2018 an Upper Tribunal judgment found that if a child in education has a recognised condition that is more likely to result in a tendency to physical abuse, that can be a disability. As is explained above in paragraphs 57 and 58, this does not necessarily mean that a disabled child will be exempt from sanction.

Outside agencies

Teachers should discuss any worries about a child with the SEN co-ordinator or Headteacher.

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teachers, SEN co-ordinator, Headteacher and parents, or as the result of discussion at an in-school review, which takes place termly. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include:

- LIFT
- Specialist Teaching Service
- Learning Support Services
- Educational Psychologist
- Speech Therapist
- Physiotherapist
- EYFS Advisor
- Social Services
- Early Help

All teaching staff have access to a central system where incidents of poor behaviour and discussion with parents are recorded. This will enable the leadership to judge behaviour over time, including the effectiveness of this policy.

The following categories will be applied:

- Bullying
- Discrimination
- Racism
- Sexism
- Disability focused
- Homophobic
- Sexual harassment

Monitoring

This policy will be monitored and reviewed by the Headteacher, Governors and all staff in the school on a periodic basis.

1. By Governors on their Learning Walks.
2. By Headteacher and staff on a daily basis through informal discussion.
3. By Headteacher and staff if any incidents occur which cause concern.
4. If we feel the need to adapt and change policy this will be through staff discussion and a report to the Governors

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Data can be analysed with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.