

Ham Dingle Primary Academy

# BEHAVIOUR POLICY



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The best in everyone™

▪ Ambition ▪ Confidence ▪ Creativity ▪ Respect ▪ Enthusiasm ▪ Determination

### Expectations

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

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

Our aim is for every child at Ham Dingle to:

- Receive the best education possible through access to a broad and balanced curriculum that combines excellence in teaching with enjoyment of learning.
- Be part of a positive, whole school learning culture.
- Achieve the very best they can and be the best version of themselves through social, cultural, moral and spiritual development
- Flourish in a happy, safe and secure environment.
- Have a sense of value and belonging with individual achievements valued by all.
- Be well prepared for the next stage of their education.

We recognise that for the children to fulfil their potential, our values need to be explicitly named, defined and modelled and for all pupils to be supported to understand how they relate to their lives both at school, at home and in society. This is integral to our efforts to achieve academic success and high standards of behaviour.

Our core values are explicitly taught through assemblies and day to day school life:

- Respect
- Resilience
- Honesty
- Responsibility
- Unity
- Friendship
- Aspiration

### Policy Implementation

Everyone at Ham Dingle Primary Academy has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that the School is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Appendix A for further guidance on this).

**All staff** are to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

**The senior leadership** team of the academy are to 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. The DfE Behaviour Guidance stresses that senior leaders



should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture<sup>1</sup>

### **The Senior Leadership Team 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.
- Ensure the health, safety and welfare of all staff and children
- Lead by example in the implementation of the Behaviour Policy, reinforcing the need for consistency throughout school
- Monitor that the Behaviour Policy is being implemented consistently by all staff members
- Report to governors regarding the effectiveness of the Behaviour Policy and on the frequency of Significant Behaviour incidents
- Be a positive role model
- Praise and encourage positive behaviour through celebration assemblies and rewards
- Support staff in dealing with dangerous pupil behaviour
- Investigate and action Significant Behaviour incidents, updating CPOMs appropriately
- Ensure appropriate and proportionate use of sanctions
- Work closely with parents/carers of children displaying challenging behaviour
- Review the Behaviour Policy on an annual basis
- Ensure all teaching staff and lunchtime supervisors are provided with high quality CPD to support with behaviour management
- Use the Ham Dingle Shared Mantras when speaking to children about their behaviour (Appendix 1)

### **Students**

We endeavour to provide and maintain a safe, friendly, encouraging, supportive and positive school environment in which everyone can flourish. We have established a set of whole school rules which are consistently applied across the school by all staff. These rules are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

1. Always try your best
2. Show respect
3. Move calmly and quietly around school
4. Look neat, tidy and smart
5. Take care of each other and our things

Please see Appendix 1 for further guidance and information.

### **Parents**

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.<sup>2</sup>

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

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<sup>1</sup> Further detail is contained at paragraphs 23-27 in the DfE Behaviour Guidance

<sup>2</sup> Further detail is contained at paragraphs 32-33 in the DfE Behaviour Guidance



In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. We ask that parents:

- Discuss the Whole School Rules with their child, emphasising their support of them and assisting when possible with their enforcement
- Support the school's Behaviour Policy
- Work in close partnership with the school, discussing problems that may arise with their child's class teacher
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Attend Parents' Evenings/Parent Consultations
- Recognise that teaching and learning cannot take place without good behaviour being in place
- Remember that all staff approach behavioural incidents patiently and positively

### **Behaviour expectations**

At the start of a new school year, staff will explicitly teach, model and practise the routines and the school rules to the children so each routine becomes a habit. Throughout the year, especially after a holiday, this will be refreshed, reiterated and reinforced by all staff.

### **Classroom Expectations**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimises the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils.

Pupils are expected to adhere to a number of classroom expectations, which include:

- Meeting and greeting the teacher politely
- Following instructions from adults - First time, Every time
- Showing respect to others at all times
- Hanging up coats and bags neatly or putting them in their lockers
- Showing good learning behaviour – SLANT
- Contributing to lessons and discussions
- Rising to the challenge and showing resilience
- Practising good respiratory and hand hygiene
- Looking after our equipment and their own belongings

### **Playground Expectations**

At Ham Dingle, we recognise the unique contribution playground activities make to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment. We attach great importance to ensuring that break and lunchtimes at our school offer children experiences that contribute to their social, physical and emotional health. In particular, we recognise that increased levels of physical activity not only improve children's health and fitness, but also have a large impact on ensuring positive behaviour and attitudes.

Pupils are expected to adhere to several playground expectations, which include:

- Enjoying break times and playing with other children fairly



- Being kind and helpful, treating others how you would want to be treated
- Following instructions given by an adult – First Time Every Time
- Showing respect to others at all times
- Looking after equipment, playing sensibly with it & putting it away at the end of break
- Putting any litter in the bin
- Lining up quickly and quietly
- Demonstrating Wonderful Walking when entering and exiting the playground

### **Dining Hall Expectations**

At Ham Dingle, we recognise the nutritional, social, and mental health benefits of sharing meals together. Children are encouraged to eat well, socialise and use good manners at lunchtimes. Pupils are expected to adhere to a number of expectations, whether they are eating lunch in the dining hall or in a classroom, which include:

- Practising good hand hygiene—washing or sanitising hands before and after meals
- Lining up sensibly
- Following instructions –first time, every time
- Using good manners at all times, always saying please and thank you to lunchtime staff
- Using good table manners when they are eating: using a knife and fork correctly, closed-mouth chewing, respecting other pupils' personal space
- Only touching their own food
- Being willing to try new foods
- Trying to eat their lunch within the time allocated
- Tidying up after themselves: scraping plates/putting rubbish in the bin
- Using Wonderful Walking when walking to and from the hall

### **Corridor Expectations**

As stated in the Whole School Rules, children are expected to move around the school calmly and quietly using Wonderful Walking. Adults are expected to model this to children as they move around the school and remind children when they are not using Wonderful Walking. Pupils should be discouraged from touching walls, doors and display boards in communal areas.

Wonderful Walking expectations include:

- Walking in single file
- Walking on the left-hand side of the corridor
- Walking quietly
- Walking with hands behind back or at side
- Stepping to the side and holding the door open for other people
- Walking with your head held high, eyes forward and smiling

### **Assembly Expectations**

Assemblies provide an opportunity to reinforce our values. Our school community gathers together in groups every day of the week. We aim to come together as a whole school at the end of each term.

Pupils are expected to adhere to a number of assembly expectations, which include:

- Walking into assembly silently using Wonderful Walking
- Facing the front and leaving a sensible space between people in front
- Waiting until the teacher asks us to sit down



- Showing good learning behaviour SLANT
- Sitting still and keeping our hands to ourselves
- Joining in with hymns and songs
- Celebrating the success of others through polite applause
- Showing respect during reflection time or prayer
- Standing silently when asked to do so
- Walking silently back to class using Wonderful Walking

### **Library Expectations**

Our Library area provides a calm space for pupils to select and read a wide range of books. Pupils are expected to adhere to a number of expectations when using the library, which include:

- Walking to and from the library using Wonderful Walking
- Being very quiet
- Returning books to the correct place
- Treating our books with respect and care
- Reporting damaged books to an adult
- Sharing the comfy seats and exciting books

### **Educational Visits & Local Community Expectations**

Students are expected to act as ambassadors for the school when out in the local community or on an educational visit.

Pupils are expected to adhere to a number of expectations when they are off-site, these include:

- Showing respect and good manners to members of the public
- Listening carefully and following instructions First Time every time
- Respecting the local environment by not littering or damaging property
- Using quiet voices
- Staying safe and keeping up with the line when walking along the road
- Crossing the road quickly and carefully and when told to by an adult
- Taking care of each other and stay close to the group or partner
- Telling an adult if you feel unwell or worried

### **Teaching and Support staff will:**

- Promote the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines to the children
- Make sure that they are always present to supervise children in the classroom
- Be positive role models-using appropriate tone, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave (Appendix 5)
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points, Dojos and other in-class reward systems to reward pupils who go above and beyond expectations (Appendix 2)
- Celebrate children's success through selecting a weekly VIP winner
- Work closely with Lunchtime Supervisors to promote good behaviour over lunchtime



- Work in partnership with the SLT to create Individual Behaviour Plans for pupils who need additional support with behaviour
- Record all Significant Behaviour incidents using CPOMs
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner
- Use the Ham Dingle Shared Mantras when speaking to children about their behaviour (Appendix 1)

**Lunchtime Supervisors** will:

- Promote the Whole School Rules during lunchtime
- Be positive role models
- Be proactive and use a range of strategies which limit misbehaviour and confrontation, avoiding shouting at children
- Meet and Greet children as they enter the dining hall/classroom
- Use the children's names when addressing them
- Smile and say something positive to the children on a regular basis
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for
- all children
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points and lunchtime award stickers to reward children who go above and beyond playground/dining hall expectations
- Ensure the children use Wonderful Walking when moving around school
- Insisting the children line up quietly
- Communicate behavioural successes and concerns with the child's class teacher
- Report all Dangerous Behaviour to a member of SLT and record this incident on CPOMs
- Use the Ham Dingle Shared Mantras when speaking to children about their behaviour (Appendix 1)

**Pupils** are expected to

- Follow the Whole School Rules, routines and expectations
- Accept responsibility for their actions and their impact on others
- Work co-operatively
- Accept sanctions and be willing to be reflective, with a view to making good choices in the future

Pupils in Year 6 actively take on additional responsibilities, including aiding staff in the supervision of younger pupils at break times. The Pupil Leadership Team are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

In applying this policy, the school will draw a distinction between behaviour which intentionally breaches school policy and rules, and that which arises from a pupil's support needs. Whilst the consequences for different misbehaviours will therefore vary according to the context and circumstances, all school interventions should be designed to teach the expected behaviour.

School rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.





Schools may also wish to include reference to unexplained absences, referring to the school's missing child procedures and where a copy of these procedures can be found.

It can also be helpful for the policy to include reference to how schools ensure that all new pupils are briefed thoroughly on the school's expected standards of behaviour, and how the school supports pupils as they transition through the school, from the day they start at the school to the day they leave.

#### **The Governing Body will**

- Carry out their statutory duty relating to exclusions and disciplinary issues
- Review the frequency of Significant Behaviour incidents
- Evaluate the effectiveness of the policy with the Head of School

#### **The Conscious Discipline Approach**

Aims and expectations: It is a primary aim of Ham Dingle Primary Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Ham Dingle's behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is a means of promoting relationships, so that people can work together with the common purpose of helping everyone to learn. We believe that a positive school climate which will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through communication skills which are taught during conflict moments and in the classroom through active learning lessons. The goal of the school family is to create problem solvers. If the school family fails to promote pro-social behaviour, rules and consequences are implemented to motivate children to use the socially acceptable communication skills being taught, to reduce behaviour issues and increase teaching time. More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey.

#### **Purposes**

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

#### **Encouragements**

We believe that through developing the school family, children will become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.



The school family develops a sense of belonging. In order to build this, classroom structures that are continually developing throughout school are:

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Celebration. To see the best in others and value diversity.
- We care. To help the children accept and help process feelings.
- Reflection Time and Circle Time. To help children reflect on their choices and change.

Details of some of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website: <https://consciousdiscipline.com/>

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained.

The class celebrate acts of kindness and helpfulness. This is celebrated by awarding points on Class Dojo. These points are linked to the school rules and values. Parents and Carers have the Class Dojo app so they are also aware when their child is awarded a point.

Each week, the whole school have a family celebration assembly, which is a special time of celebration for our children which parents are welcomed to. This is referred to as the VIP assembly. This is an opportunity for class teachers to select a child who has demonstrated a positive attitude and effort at school over the week. Some examples of acts of kindness will be shared and other aspects of learning will be celebrated.

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by talking informally at the beginning and end of the day and at parent consultation meetings each term.

### **Encouraging children to make positive choices**

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used:

#### ***Noticing and describing positive behaviour***

- Children who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- For a child who is not following an expectation, their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g. Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot, or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

### **Choices and Consequences**



- If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g. Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the school's monitoring system (CPOMs).
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Children writing lines will not be used as a consequence.
- When there has been conflict between children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process. This will also be recorded on CPOMs.

#### Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
<b>Composure</b> Being the person you want your children to become	<b>Perception</b> No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	<b>S – Smile</b> <b>T – Take a breath</b> <b>A – And</b> <b>R – Relax</b>
<b>Encouragement</b> Building the school family	<b>Unity</b> We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You ____ so ____ That was helpful.
<b>Assertiveness</b> Setting limits respectfully	<b>Attention</b> What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
<b>Choices</b> Building self-esteem and willpower	<b>Free Will</b> The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may ____ or _____. What is your choice?
<b>Positive Intent</b> Creating teaching moments	<b>Love</b> See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted _____. You may not _____. When you want _____, say _____.
<b>Empathy</b> Handling fussing and fits	<b>Acceptance</b> The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
<b>Consequences</b> Helping children learn from their mistakes	<b>Intention</b> Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.

**The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.**

The school will follow its Missing Pupils and Uncollected Pupils Policy when dealing with unexplained absences. This can be found on the school's website.

### Bullying

We will ensure parents and pupils are aware of the procedures to follow if they believe their child is being bullied/they are being bullied and that the school community are clear on what disciplinary sanctions may be imposed.

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 the academy. Schools should also have clear policies and processes in place to deal with incidents of child-on-child abuse.

At Ham Dingle Academy, 'STOP' is used when dealing with bullying. Was it Several Times On Purpose.

What is bullying?

- Cyber-bullying via text messages or the internet;
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability;
- Physical e.g. punching, kicking, hitting, spitting at another person;
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse;
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities;
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings; Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text;
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

Please see our Anti-Bullying Policy and Safeguarding Policy for further information. The policy can be found here: <https://www.hamdingleprimary.co.uk/about-us/key-information/policies>

## Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

Schools will consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

## Responding to behaviour

### Rewards<sup>3</sup>

Staff at Ham Dingle use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and Dojos when they see behaviour which goes above and beyond normal expectations – see Appendix 2.

Attendance rewards are adjusted to ensure inclusivity.

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. Staff at Ham Dingle will seek to encourage and reward positive behaviour, good work or demonstration of positive personal values by:

- Positive verbal feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, i.e. stickers, recognition board etc

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<sup>3</sup> Further detail is contained at paragraph 40 in the DfE Behaviour Guidance



- Letters or phone calls home to parents
- Consistent use of House/Dojo Points (Appendix 2)
- Being sent to the subject lead to show their work
- OSCAs for focus subjects
- Headteacher Award
- VIP (weekly)

## Graduated Approach<sup>4</sup>

Conscious Discipline is a research-based programme that helps adults stay calm enough to see misbehaviour and upset as a signal to teach instead of punish. It then provides effective strategies for teaching social-emotional and life skills to children. The following graduated approach is used with attention given to the age and development of the child:

Stage		Dealt with by
Ongoing	Noticing positive behaviours. Children being problem solvers and informing someone when they don't like something and why.	All staff All children
1	Positive reminders of desired behaviour.	All staff
2	Two positive to accomplish the goal choices- you can--- or---. Which one is best for you?	All staff
3	Two choices-with a forced alternative if stage 2 does not accomplish the goal.	All staff
4	Time Machine-Conflict Resolution (Adults may need to go straight to this stage).	All staff
5	Serious Incident. Adults may need to go straight to this stage). Three serious incidents could result in a Behaviour Monitoring Plan.	SLT
Stages 4 and 5 are recorded on CPOMs.		

Tier 1: School and classroom-wide systems for all children and adults.

Tier 2: Specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable.

Tier 3: Individualised approach for a small number of children with provisions such as SENCO involvement, education psychology / speech and language therapy / occupational therapy, behaviour plans, positive handling plans.  
See Appendix A for Individual Reasonable Adjustments.

## Restorative Conversations

Where there has been more than one occasion of Difficult Behaviour or an instance of Dangerous Behaviour, the conversation which follows should be based upon restorative justice principles. Feedback from staff members should provide specific pathways to reconciliation and forgiveness by bringing together those who were affected by misbehaviour in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right.

<sup>4</sup> Further detail is contained at paragraphs 41-44 in the DfE Behaviour Guidance



In addition to serving the cause of fairness and justice, this approach contributes to the social and emotional learning of pupils.

A restorative response can be conducted verbally or through a written reflection. Copies of Behaviour Reflection sheets should be kept by the teacher for reference. Restorative feedback involves asking the following questions:

- What happened/which school rule was broken?
- What were you thinking/feeling at the time?
- What do you think and how do you feel now?
- Who has been affected by this behaviour?
- What is needed to put things right?
- How can we make sure that this doesn't happen again?

## Sanctions<sup>5</sup>

The 'Stage' table above outlines the school's response to sanctions. All sanctions are proportionate to the incident and are dealt with on a case-by-case basis. Where a child's behaviour is beginning to cause concern, the school's SENDCo will work with the parent/carer and the class teacher to devise some positive targets (an Individual Behaviour Plan) which are reviewed regularly. At this stage, the school may also refer to Inclusion Support for further support. If a child is placed on a Motivational Behaviour Tracker, they are at risk of losing any pupil leadership role for a temporary basis or even permanently. This will be the decision of the Headteacher. They may also use a personalised behaviour chart to monitor the child's behaviour and celebrate their success (Appendix 5). Where necessary, support and advice will also be sought from within the West Midlands Cluster, specialist teachers (Sycamore Centre), educational psychologists, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

Specific reference is made to how the behaviour of pupils with SEND will be responded to including where additional support will be provided to ensure pupils can achieve and learn as well as possible. This will include:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Sanctions will depend on the age and incident that took place. Sanctions can include loss of play time, lunchtime or an immediate loss of 'choosing time' (for Reception). The sanction will be an appropriate consequence to the incident. A lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

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<sup>5</sup> Further detail is contained at paragraphs 45-60 in the DfE Behaviour Guidance



**Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.**

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child - feedback should be delivered in a calm and professional manner
- Feedback should include WHY the behaviour was unacceptable, the Whole School Rule that was broken and WHAT improvements the teacher or TA requires from the child.
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow teaching staff and lunchtime supervisors to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the Reminder and warning (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of Disruptive or Difficult behaviours it may be necessary to give additional warnings and sanctions.

Any **Dangerous Behaviour** will be dealt with immediately by the Headteacher or member of SLT – warnings and reminders are not appropriate for this level of behaviour.

The school may use an internal suspension (an internal suspension based at one of the cluster schools).

### ***After School Detentions***

In exceptional circumstances, Year 6 children may be issued a detention by the Headteacher (in preparation for transition to secondary school). 24 hours' notice of a detention and/or parental permission is no longer required but the school will always work in partnership with parents/carers where possible.

Staff must consider:

- the welfare of the child
- whether the child has caring responsibilities
- whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- after the school day has ended until 4pm at the latest

**Only the Headteacher or Assistant Headteacher in the Head's absence may give detentions.**

### ***Allegations against staff***

The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and



procedures, in particular the Child Protection / Safeguarding Policy. These may be found on the school's website.

### ***Malicious accusations against staff***

Schools have the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Sanctions can include missing break and / or lunchtime, meeting with parents/carers, internal suspension (which may include an internal suspension based at one of the cluster schools) and suspension/exclusion.

### **Supporting pupils following a sanction**

Following any sanction, the school will work with pupils to help them to understand how to improve their behaviour and meet behaviour expectations of the school. If necessary, support can be offered from the school's SEMH Champion or external support maybe provided. This will be organised by the school's SENCO.

### **Use of reasonable force**

The school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Principal/Headteacher have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment or just to move a child
- Be recorded and reported to parents

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents





of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff must inform the Headteacher immediately after they have needed to restrain a pupil physically. This must also be recorded on CPOMS and parents/carers informed.

### **Prohibited items and searches**

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

This will only happen if the item is dangerous or offensive.

The parent of the child will then be asked to collect the item from school.

Records of all searches carried out, including the results of any search, and the actions taken following that search, are maintained by the school.

### The law relating to searches

Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

It may also be necessary to undertake a search of a pupil’s possessions to check for property not covered by the statutory power but identified in the school’s behaviour policy as an item which may be searched for. If an item is not listed in the school’s behaviour policy under this heading then a search cannot be conducted without consent from the pupil.

Only the Principal/Headteacher or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal/Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil’s own person or of their possessions must be carried out with due consideration for the pupil’s personal dignity, health and safety, the school’s Safeguarding policy, United Learning staff-pupil relations guidance, and the school’s own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly



escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

#### **Knives or weapons**

#### **Alcohol**

#### **Tobacco (including vapes and other liquid electronic smoking materials)**

#### **Illegal drugs (see Home Office controlled drugs list [here](#)) including drugs paraphernalia**

stolen items

fireworks

pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

United Learning also asks all schools to include the following in this list:

So-called "legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

The school may also conduct a search if there is reason to believe the child has the following on its person:

- mobile phones
- cameras
- smart watches with a camera facility

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the



member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data<sup>6</sup> on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then punish the pupil in accordance with this policy [and, Exclusions and Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

### Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

### Confiscation of articles

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<sup>6</sup> All schools should also have regard to DfE guidance <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>



School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

### Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance '[Screening Searching and Confiscation - advice for headteachers, staff and governing bodies](#)' in deciding what to do with confiscated items.

## **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with in the school's Supporting Pupils with Medical Needs Policy. The school takes into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school.

Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary. It is important to note that whilst the school may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. This can be a matter which causes some confusion and upset with parents and pupils concerned.

The school will take a contextual approach to where pupils are affected by their own or other's drug misuse which may include early access to support through the school and other local services as appropriate.

## **Confiscation of drugs**

Any drugs or suspected drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

## **Parental involvement**

The school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues, the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Removal from classroom**



On rare occasions, pupils maybe 'parked' in another classroom for a short period of time if it is in the best interest of the pupil or other members of the class. This use of removal should allow for continuation of the pupil's education in a supervised setting.

## Suspensions and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. This would be: in response to a serious breach, or persistent breaches, of the school's behaviour policy; where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school; verbal abuse or physical assault on staff or adult: deliberately hurting another child/ren to cause injury. The decision to exclude is the Headteacher's alone or in his/her absence, the designated teacher in charge.

To ensure good order and behaviour for learning it may be necessary to suspend students from attending school or to permanently exclude them. That any form exclusion is the ultimate sanction. That the decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

Ham Dingle will always adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE Exclusions guidance; Section 1 of this makes specific reference to the Equalities Act and these duties will be complied with when deciding whether to exclude a pupil.

Sanctions will be applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care should be taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Headteacher and governing body will comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

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; Cyber Bullying etc.

## Types of Exclusion

### Suspension

A suspension (a fixed period of exclusion) may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Examples of such behaviour could include: physical assault of an adult or another child, serious damage to school property/resources, false allegations made against a staff member, verbal abuse threats made to a pupil and/or a staff member, abuse based on any of the 9 protected characteristics or incidents of bullying or racism. **This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.**

A lunchtime exclusion is equivalent to a half day exclusion.



As part of a suspension, the Principal/Headteacher may decide that the suspension should be served at one of the United Learning schools within the West Midlands Cluster (Timbertree or Corngreaves). If this is the case, the parent/carer will be informed and the pupil will access their education at that establishment for the length of the suspension. This will ensure that age-appropriate learning continues during the time of the suspension. A reintegration meeting will still need to take place at the home school following this suspension.

Repeated use of suspension for children with an EHCP (and potentially those on SEN Support (especially those undergoing statutory assessment and likely to get an EHCP)) may be ineffective or fail to sufficiently meet a child's needs. At Ham Dingle, we ensure the SENDCo is involved in behaviour intervention and the planning process in order to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, behaviour outreach support etc.

### **Permanent exclusion**

Permanent exclusion would only be used as a last resort in response to serious or persistent breaches of the school's behaviour policy, but may, however, be an appropriate sanction for a single one off incident or a serious breach of the school's discipline policy E.g., physical assault against another pupil or member of staff, persistent bullying, a situation where the education or welfare of the child or of others in the school is seriously harmed, a range of alternative strategies have been tried and have failed. **These are examples and not an exhaustive list.**

### **Investigation**

Any investigation will be conducted in accordance with DfE guidance to be lawful<sup>7</sup>, reasonable, fair and proportionate. The principles that will be applied will be as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence
- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

### **Headteacher's Decision**

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and

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<sup>7</sup> with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## **Notification**

Once a decision to exclude has been made, parents/carers to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Headteacher, or designated teacher in charge. The letter will outline the reason for the decision and the next steps. If a pupil has a social worker, or if a pupil is looked-after, the headteacher must also, without delay after their decision, notify the social worker and/or VSH, as applicable. When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay.

## **Role of the Local Governing Body**

The role and responsibilities of the Governing Body in the exclusion process include:

- the duty to facilitate and consider the representations of the parents;
- the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

## **Additional Requirements for Permanent Exclusion**

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

## **Independent Review Panel Procedure**

The set up and process of the IRP is set out in the DfE Exclusions Guidance. The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil (in accordance with the requirements summarised in paragraph 131); or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the permanent exclusion.

The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

The IRP cannot compel reinstatement.



## Monitoring and Review

The school will monitor behavioural issues and evaluate the effectiveness of the behaviour policy. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school should decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

## Managed Moves<sup>8</sup>

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

## Behaviour outside of school premises

The behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- 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.

This provides the school with greater control over issues such as bullying. The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

## Preventing recurrence of misbehaviour

### Initial intervention following behavioural incidents<sup>9</sup>

Initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion include Individual Behaviour Plans, meeting regularly with parents and carers, seeking support from external providers. This is not an exhaustive list and the intervention will be tailored to meet each individual's needs.

### Pupil Support Units<sup>10</sup>

#### Reintegration

A reintegration meeting is part of the process of a child reintegrating into school. The meeting will take place on the first day of the child's return. The meeting will be held with parents and carers and the child (if appropriate). The meeting will outline the next steps of the plan and the support

<sup>8</sup> Further detail is contained at paragraph 91 in the DfE Behaviour Guidance and paragraphs 47-51 in the DfE's Suspension and Permanent Exclusion Guidance

<sup>9</sup> Further detail is contained at paragraphs 96-100 in the DfE Behaviour Guidance

<sup>10</sup> Further detail is contained at paragraphs 101-107 in the DfE Behaviour Guidance





that is in place for the child, e.g. daily diary. This could involve external support by means of referral to Dudley Inclusive Pathways. It could also be appropriate for the SENCo to look into short-term placements at specialist provisions as a means of support.

#### Monitoring and evaluating school behaviour<sup>11</sup>

The school uses CPOMS to capture data regarding the behaviour culture in school. Termly behaviour reports are produced and analysed by the school's senior leadership team. These are shared with the local governing body. An identified trends/patterns are then addressed through staff training and through the school's PSHE curriculum.

#### Specific behaviour issues

##### Child-on-child sexual violence and sexual harassment<sup>12</sup>

In every aspect of the school's culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The school makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Any incidents are logged specifically on CPOMS and are monitored by the school's safeguarding team and patterns are analysed during termly behaviour monitoring.

##### Behaviour incidents online<sup>13</sup>

The Behaviour Policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited use, e.g.:

- damage to the school or its reputation, 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.

Where a pupil commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Misuse of social media is to be reported to the Senior Leadership Team.

Guidelines for responsible use of social media are shared in the eSafety policy. A breach of the policy on the use of social media will result in disciplinary sanctions.

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<sup>11</sup> Further detail is contained at paragraphs 109-111 in the DfE Behaviour Guidance

<sup>12</sup> Further detail is contained at paragraphs 112-118 in the DfE Behaviour Guidance

<sup>13</sup> Further detail is contained at paragraphs 119-122 in the DfE Behaviour Guidance



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.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

#### Mobile Phones

Any mobile phone brought into school by a child is to be handed into the School Office at the start of the day. Mobiles are to be turned off. Any child with a mobile during the school day will have it confiscated and a parent / carer will have to collect it.

#### Suspected Criminal Behaviour

The school will consider the need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence. See paragraphs 125-127 of the DfE Behaviour Guidance for more information

Owner	Secondary and Primary Education Teams
United Learning Independent /Academies/Both	Academies
Reviewed	Sept 2023
Date Authorised	12/10/2023
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# Appendix A - Individual Reasonable Adjustment to the Behaviour Policy

*This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).*

**Rationale** Ham Dingle Primary Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

## Example of the Graduated Approach to adjustments

**Stage 1** – Meeting with parents/carers, the student, teacher and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Behaviour may be in attendance.

**Stage 2** – If adjustments and specific learning strategies are agreed, the SENDCo and teacher will create a specific Learning Plan for the student. This document communicates to all the teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo may meet with all teachers to further outline the strategies and adjustments.

**Stage 3** – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

**Stage 4** - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warning given
Time out card	Shorter length for homework detention (45 minutes rather than 60 minutes)
Attendance to homework club	Access to keyworker support in the Calm room, when required
Seating Plan adjustment	Time out card in the Calm room
Short and repeated instructions	Shorter time spent in the Calm room
Use of a visual checklist on student expectations	Access to a laptop in the reflection room



Private notification of warnings, including post it notes on desks	Restorative discussion with the teacher to take place immediately, rather than the end of the day
Chunked tasks	

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.

## Appendix 1

### Whole School Rules

Our Rule	Explanation	Our mantra
<b>Always try your best</b>	This rule is not about “winning” or “being the best” but rather about giving your best. Teaching staff encourage children to take pride in their attitude towards the process of engaging with an activity, rather than the end result. This skill can be evident in a range of situations where children are visibly working hard and exhibiting good learning behaviour.	<b>Present with Pride</b>  <b>SLANT</b> Sit up straight with arms folded Listen carefully Ask & answer questions Never interrupt Track the teacher
<b>Move calmly and quietly around school</b>	<ul style="list-style-type: none"> <li>We walk on the left</li> <li>In single file</li> <li>With our hands behind our back or at our side</li> <li>Without talking</li> <li>We step to the side and hold doors open for other people</li> <li>We hold our head up, keep our eyes forward and smile!</li> </ul>	<b>Wonderful Walking</b>
<b>Take care of each other and our things</b>	<p>“<b>Taking care of one another</b>” means to show kindness. Kind people think about another person’s feelings and not just their own, they help someone who is in need, and they are kind even when others are not. Kind people never expect anything in return. They treat other people kindly because they want to help make someone’s life better. Kindness makes the world a nicer place because it makes people happier.</p> <p>“<b>Taking care of our things</b>” refers to the school environment. Children are expected to do their part to keep the school environment clean, tidy and undamaged. This rule also refers to children’s own personal possessions. Children should be careful to keep their own belongings safe and be mindful not to touch other people’s possessions.</p>	<b>Care and Share</b>



<b>Show respect</b>	Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone.	<b>STEPS</b> Say their name Thank you Excuse me Please Smile
<b>Look neat, tidy and smart</b>	The wearing of correct uniform is considered to be an important element in establishing a sense of community and expectations in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit (no earrings or jewellery). All staff are responsible for encouraging children to look smart at all times. Children should be reminded to tuck their shirts in and do their top button. Staff must follow up issues with uniform with parents.	<b>Look Smart, Think Smart</b>

## Appendix 2

### Dojos Reward System

Staff at Ham Dingle use praise and rewards routinely, highlighting those pupils who are going above and beyond expectations to encourage desired behaviours. Teaching staff may use a combination of in-class rewards and Dojos when they see behaviour which goes above and beyond normal expectations.


The below table is a guide and not an exhaustive list.

Dojo Points	Example
0 - these are basic expectations	<ul style="list-style-type: none"> <li>• Meet and greet politely</li> <li>• Following instructions – first time, every time</li> <li>• Enter the classroom in a quiet and orderly manner</li> <li>• Holding doors for peers and staff members</li> <li>• Begin the 'Do Now' activity promptly</li> <li>• Is equipped for learning (inc PE kit) and in full school uniform</li> <li>• Effort and focus sustained throughout the lesson</li> <li>• Positive attitude to learning</li> <li>• Looking after their belongings and school property</li> <li>• Using Wonderful Walking when moving around the school</li> </ul>
1	<ul style="list-style-type: none"> <li>• Exhibiting the expected desirable behaviours above when others are not</li> <li>• Assisting members of staff</li> <li>• Improved effort with written work/class work/homework</li> <li>• Making meaningful contributions to class discussions consistently throughout a lesson</li> <li>• Being an exemplary talk partner</li> <li>• Being a good friend to everyone</li> </ul>
2	<ul style="list-style-type: none"> <li>• Being a role model of excellent behaviour – going above and beyond expectations</li> <li>• Thoughtful contributions during assembly</li> <li>• Supporting their peers with their learning effectively</li> <li>• Showing high levels of resilience when they find something challenging</li> <li>• Excellent effort with written work/class work/homework</li> <li>• Completing a class challenge</li> <li>• Reading more than is stipulated in the Homework Policy</li> <li>• Acts of kindness</li> <li>• Completing additional work outside of school</li> <li>• Performing in assemblies/collective worship to a high standard</li> <li>• Being an excellent ambassador for our school at interschool events/on trips</li> <li>• Excellent effort with classwork/written work/homework</li> <li>• Head of School Award winner</li> <li>• VIP Award winner</li> </ul>



5 – Headteacher only	<ul style="list-style-type: none"> <li>• Raising money for charity</li> <li>• Completing a JASS Award</li> <li>• Other forms of community contribution</li> </ul>
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## Behaviour Management Strategies

Strategy	Explanation
Meet and Greet.	Teachers Meet and Greet the pupils at the classroom door at the start of the day, after morning breaktime and after lunch
“Do Now” activity	Use a short warm-up activity at the start of each day which children can complete without instruction or direction. This enables the learning to start before teaching begins.
“Review Now” follow-up	Briefly recap the answers of the “Do Now” together as a class
SLANT	Teach the pupils key baseline behaviours which help them to concentrate, focus and learn by using acronym SLANT: <ul style="list-style-type: none"> <li>•Sit up</li> <li>•Listen carefully</li> <li>•Ask and Answer Questions</li> <li>•Never Interrupt</li> <li>•Track the speaker</li> </ul>
Engineer Efficiency	Teach pupils the simplest and fastest procedure for executing key classroom tasks, then practice so that executing that procedure becomes a routine e.g., lining up silently, responding to fire bell, collecting coats/bags, distributing books/resources etc
Pastore’s Perch	Prevent non-productive behaviour by developing the ability to see it when it happens and subtly reminding students that you are looking. At any time when you are not providing timely intervention across the room, position yourself in the corner of the classroom so that you are now able to see all learners simultaneously. Scan the room regularly 
Be Seen Looking	Show that you are monitoring the class closely by tilting your head, scanning the room from left to right. Take a couple of minutes at the start of each lesson, once the children begin an activity, to show the students you are looking at them and that you care that they do what you have asked.
Least Invasive Intervention	Maximise teaching time and minimise confrontation by using the subtlest and least invasive tactic possible to correct off-task pupils. All teachers pre-empt any off-task behaviour in lessons, so that 100% of pupils are on task for every task in every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions. Teachers swiftly use the pre-emptive reminders to correct off-task behaviours: <ol style="list-style-type: none"> <li>1. Silent non-verbal: <b>hand signal</b>, eye contact, facial expression, shake head, sharp pause.</li> <li>2. Unnamed: ‘We’re tracking. Just waiting for 100%. We need one person ... and 100%.’</li> <li>3. Verbal named reminder: “I notice that you are shouting out, _____. You are breaking our school rule of being respectful. Please raise your hand and wait to be chosen, as this is being respectful. Thank you.”</li> </ol>
Cold Calling and No Hands Up	Establish ‘No Hands Up’ and call on students to give verbal responses. This ensures a high participation ratio, causing all pupils to be engaged and ready to answer. It also enables the teacher to assess all pupils. Embed this technique in advance to ensure pupils know that your classroom has a culture of engaged accountability and that the Cold Call is always a possibility. Keep all Cold Call’s positive.
No Opt Out	Turn ‘I don’t Know’ into success by ensuring those pupils who won’t try or can’t answer practise getting it right. Format 1: The teacher provides the answer, the pupil repeats the answer Format 2: Another student provides the answer, the initial student repeats the answer Format 3: The teacher provides a cue; the pupil uses the cue to find the answer Format 4: Another pupil provides the cue; the initial pupil uses the cue to find the answer
Right is Right	When responding to answers in class, hold out for answers that are ‘all-the-way-right’. Probe and encourage until the question posed has been answered in full and well. Eg. “Can you explain what you mean in more detail?” “Can you develop your answer further?”
Stretch It	Reward right answers with harder questions. In addition to posing a challenge to a successful pupil, Stretch It can help you ensure the reliability of the correct answers when you make your follow-up question a “how” or “why” question. With consistency of application, Stretch It can help build a culture where pupils want, expect and relish a challenge, embracing a growth mindset.



SHAPE	When responding to answers in class, pupils should speak in full sentences that are grammatically correct and ensure all other pupils can hear them. (SHAPE - sentences, hands away from face, articulate, projection, eye contact)
Warm/Stric	<p>Be both warm and strict at the same time to send a message of high expectations, care and respect. It is possible to be clear, consistent and firm while being positive, enthusiastic and thoughtful. This sends the message that having high expectations is part of caring for and respecting someone. This can be achieved by:</p> <ul style="list-style-type: none"> <li>• Explaining to students why you're doing what you are doing</li> <li>• Distinguishing between behaviour and people</li> <li>• Demonstrating that consequences are temporary</li> <li>• Warm non-verbal behaviour</li> </ul>

