



United Learning
The best in everyone™

- Ambition
- Confidence
- Creativity
- Respect
- Enthusiasm
- Determination



BEHAVIOUR POLICY

Date of last central office review:	17 September 2020	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2021	Owner:	
Date of next school level review:	October 2022		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	
School policy ratified by Local Governing Bodies	
Implementation of Group Policy	



Ham Dingle Primary Behaviour Policy

“Nurturing a love of learning that will last a lifetime”

This policy sets out how Ham Dingle 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.

1. Our Aims and Values

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**

2. Whole School Rules

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.

3. Routines and 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.

3.1 Classroom Expectations



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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

3.2 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

3.3 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

3.4 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

3.5 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

3.6 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

3.7 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

4. Policy Implementation

All staff will be expected to implement the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

4.1 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 Matras when speaking to children about their behaviour (Appendix 1)

4.2 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 Matras when speaking to children about their behaviour (Appendix 1)

4.3 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 Matras when speaking to children about their behaviour (Appendix 1)

4.4 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 roles of Head Boy, Head Girl and Prefect are considered to be reflective of the positive attitudes and standards to which all pupils should aspire.

4.5 Parents are expected to

- 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

4.6 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

5. Classifying Behaviour

Behaviour can be classified into four categories: Desirable, Disruptive, Difficult and Dangerous

Examples of Desirable Behaviour:	Staff members responsible for feedback:
Going above and beyond expectations Relishing challenge Working together Engaging enthusiastically in lessons Listening carefully Being kind Looking after the school environment Using Fantastic Walking High standards of respiratory and tactile hygiene Good manners	All staff
Examples of Disruptive Behaviour	
Minor misbehaviour in corridors or around school (running, wrong side etc.) Dishevelled uniform (untucked shirt) Untidy written work Shouting out or repeatedly talking in class Swinging on their chair Disengagement in class/worship/assembly Distracting others Negatively impacting on the learning of other pupils Failure to follow instructions Showing a lack of care for school property Not respecting other pupils’ personal space Touching or pushing one another when lining up Rude or disrespectful behaviour –using unkind words	Class teachers, Teaching Assistants and Lunchtime Supervisors
Examples of Difficult Behaviour:	
Persistent disruptive behaviour (see above) Refusal to complete tasks set Kicking out (not directly at a person) Throwing objects (not directly at a person) Hitting out (not directly at a person) Damaging school property intentionally Non-aggressive swearing Being dishonest	Class teachers, Teaching Assistants, Lunchtime Supervisors and Assistant Heads
Examples of Dangerous Behaviour:	
Persistent difficult behaviour (see above) Stealing Spitting (on the floor or at others)	Head of School



Coughing/breathing on others deliberately Targeted hitting, pinching or kicking Throwing objects at a person Running out of class/away in public places Damaging or destroying school property Racist, homophobic or prejudicial language Aggressive swearing (directed at another person)	
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6. Rewarding Desirable Behaviour & Achievements

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
- 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
- In-class reward systems
- Teacher awards/treats for children working or behaving exceptionally well e.g., Treasure Box
- Head of School Award (weekly)
- VIP (weekly)
- Whole class treats
- House Celebrations based on House Pont totals (termly)

7. Sanctions

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.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit Disruptive or Difficult Behaviour, adults will respond calmly following the scripted intervention set out below.

Tiered Sanction	Explanation and Feedback
Reminder	A verbal reminder of the rules E.g., "I notice that you are shouting out and not following our school rules. Please wait to be asked for an answer - this is being respectful. Thank you."
Level 1 - Warning	Explain that you have spoken to the child about breaking the rules and that they are now receiving a specific warning in relation to this behaviour –there will be a consequence if the behaviour does not change.



	E.g., : <i>"I notice that you are shouting out which is breaking our school rule of being respectful. If this continues you will stay in to speak with me for some of your break-time/have a time out (EYFS). Do you remember yesterday, when you waited to be asked for your answer and made some wonderful contributions to our class discussion? That is what I need to see from you today. Thank you."</i>
Level 2 – Time out with Teacher	Explain that they have still chosen not to follow our school rules and as a consequence they must speak to you for a few minutes at break-time. Warn that if they chose to break the rules again they will lose their whole playtime and have to speak to the Assistant Headteacher about their actions. E.g.,: <i>"I notice that you are still not being respectful. You are breaking our school rule of being respectful. You have not made a good choice so you will spend some of your break time speaking with me."</i>
Level 3 – Time out with AHT, parents informed & behaviour recorded on CPOMS	Explain that they have continued to choose not to follow the rules and as a consequence they will now need to spend the full break time reflecting on their choices with Mrs Feane or Mrs Matthews. E.g.,: <i>"You are continuing to break the school rule of being respectful and because of this you will now spend your break time thinking about the choices you have made with Mrs Feane/Mrs Matthews. During this time you will complete a behaviour reflection sheet"</i> .
Level 4 – Involvement of Head of School and parents	Parents telephoned or invited in for a meeting to discuss issues. Pupil may be put on report for 1 or 2 weeks

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

8. 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.

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 Behaviour Reflection (Appendix 3). 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?

9. Additional Support for Persistent Challenging Behaviour

Ham Dingle recognises its legal duty under the Equality Act 2010, consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The SENDCo & SLT will evaluate a child who exhibits challenging behaviour to determine whether they have underlying needs that are not currently being met. In conjunction with the class teacher, they will formulate an Individual Behaviour Plan (Appendix 4) for the pupil if challenging behaviour persists.



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.

10. Bullying

Bullying is defined as the 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..

Details of our school's approach to the prevention and addressing bullying are set out in our Anti-Bullying Policy, including how parents can alert staff to incidents. Bullying will not be tolerated at Ham Dingle.

11. Physical Restraint

Ham Dingle will always follow the Department of Education 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

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 SENDCo will write a positive handling plan and share this with the parents/carers and relevant school staff.

Further information can be found in the school Physical Restraint Policy

12. Confiscation of articles

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.

13. Malicious accusations against staff

Such accusations will be dealt with using Safeguarding procedures by the DSL and/or the Head of School, Executive Headteacher, Chair of Governors. Appropriate sanctions will be used which may include Fixed-term or Permanent Exclusion.



14. Incidents that occur outside of school

Our behaviour policy extends to activities outside the school day and off the school premises 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 this school.

Even where the four conditions above do not apply, the behaviour policy will extend to any misbehaviour which could have repercussions for the orderly running of our school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of our school. This includes cyber bullying and the inappropriate use of any form of social media that may defame or harass our school and it's staff or pupils. Any misuse of social media should be reported immediately to a member of the Senior Leadership Team.

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.

15. Exclusions

Unfortunately, in order to ensure good order and behaviour for learning, it may sometimes be necessary to exclude students from the premises for a fixed term or permanently. Exclusion is the ultimate sanction and is never taken lightly, all opportunities will be taken to avoid exclusion wherever possible. The decision to exclude is the Head of School's alone or in their 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 guidance on exclusions and these duties will be complied with when deciding whether to exclude a pupil.

Ham Dingle will ensure that any 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 Head of School 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

Fixed Term Exclusion

A fixed-term exclusion may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion 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.

Owner	Secondary Improvement Team and Primary Team
Department responsible	Secondary Improvement Team and Primary Team
United Learning Independent Schools/Academies/Both	Academies
Reviewed	November 2020
Date Authorised	
Review Date	



Appendix 1

Whole School Rules

Our Rule	Explanation	Our mantra
Always try your best	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.	Present with Pride SLANT Sit up straight with arms folded Listen carefully Ask & answer questions Never interrupt Track the teacher
Move calmly and quietly around school	<ul style="list-style-type: none"> • We walk on the left • In single file • With our hands behind our back or at our side • Without talking • We step to the side and hold doors open for other people • We hold our head up, keep our eyes forward and smile! 	Wonderful Walking
Take care of each other and our things	<p>“Taking care of one another” 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>“Taking care of our things” 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>	Care and Share
Show respect	Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners, honesty and respect for everyone.	STEPS Say their name Thank you Excuse me Please Smile
Look neat, tidy and smart	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.	Look Smart, Think Smart



Appendix 2

House Point/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 house points/Dojos when they see behaviour which goes above and beyond normal expectations.

The below table is a guide and not an exhaustive list. Staff typically award no more than 5 house points at any one time. In exceptional circumstances, ten house points may be awarded.

0 - these are basic expectations	<ul style="list-style-type: none"> • Meet and Greet politely • Following instructions – first time, every time • Enter the classroom in a quiet and orderly manner • Begin the 'Do Now' activity promptly • Is equipped for learning (inc PE kit) and in full school uniform • Effort and focus sustained throughout the lesson • Positive attitude to learning • Looking after their belongings and school property • Using Fantastic Walking when moving around the school
1	<ul style="list-style-type: none"> • Exhibiting the expected desirable behaviours above when others are not • Holding doors for peers and staff members • Assisting members of staff • Being enthusiastic in lessons • Improved effort with written work/class work/homework • Making meaningful contributions to class discussions consistently throughout a lesson • Getting changed for PE/swimming quickly • Being an exemplary talk partner • Being a good friend to everyone
2	<ul style="list-style-type: none"> • Being a role model of excellent behaviour – going above and beyond expectations • Thoughtful contributions during assembly • Asking thoughtful questions • Supporting their peers with their learning effectively • Showing high levels of resilience when they find something challenging • Working hard in subjects they typically find challenging • Good effort with written work/class work/homework • Completing a class challenge • Reading more than is stipulated in the Homework Policy (5+)
5	<ul style="list-style-type: none"> • Acts of kindness • Completing additional work outside of school • Performing in assemblies/collective worship to a high standard • Being an excellent ambassador for our school at inter-school events/on trips • Excellent effort with classwork/written work/homework • Head of School Award winner • VIP Award winner
10	<ul style="list-style-type: none"> • Raising money for charity • Completing a JASS Award • Other forms of community contribution



Behaviour Reflection

Today my behaviour has been /10

What happened/which school Rule was broken?

What were you feeling at the time?

How do you feel now?

Who else did my behaviour affect?

What is needed to put things right?

But I know my behaviour can be 10/10!

To be 10/10 I will:

When I am 10/10 I will feel:

My teacher/classmates will feel:



Individual Behaviour Plan

Child's name	Date of plan	Review date
Behaviour to reduce	Possible triggers for behaviour:	
Prevention Staff will:	If an incident occurs Staff will:	
If an incident occurs: the child will	Parent/carer views	

Signature of class teacher: _____

Signature of parent/carer: _____



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"> •Sit up •Listen carefully •Ask and Answer Questions •Never Interrupt •Track the speaker
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: 1. Silent non-verbal: hand signal , eye contact, facial expression, shake head, sharp pause. 2. Unnamed: ‘We’re tracking. Just waiting for 100%. We need one person ... and 100%.’ 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.”
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	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: <ul style="list-style-type: none"> • Explaining to students why you’re doing what you are doing • Distinguishing between behaviour and people • Demonstrating that consequences are temporary • Warm non-verbal behaviour





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