



# Hague Primary School Behaviour Policy

## 2021/22

Reviewed by Curriculum Committee Next review Sept 2022 	September 23rd 2021
Signed by Chair of Governors 	14 October 2021

**From 1<sup>st</sup> September Hague School will have fewer Covid restrictions.**

The following principles are essential to protect everyone. We require all pupils and their parents/carers to maintain these principles. We expect all members of the school community to

- respect the altered routines for arrival or departure at the school.
- We expect all members of the school community to follow the instructions on hygiene, such as handwashing and sanitizing
- move around the school as per specific instructions (respecting one-way systems, out of bounds areas, socially distanced queuing if reinstated.)

Pupils/staff must immediately inform a member of staff if they are experiencing symptoms of coronavirus (fever, cough, loss of sense of smell or taste).

### **Post Covid and Lockdown experiences**

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from school and friends. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying

- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEND, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as BASS, Educational Psychologists or Early Help.

### **Sanctions - Behaviour in school**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures or involves deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- In the first instance, conversation(s) with pupil(s) which could include a verbal warning, and other behaviour management strategies **in line with our current Behaviour Policy**.
- If the health and safety of other pupils and staff members continues to be put at risk by the pupils not adhering to safety measures, then the parent/carer will be contacted and a fixed term exclusion will be applied **in line with school and Tower Hamlets exclusion guidance**. An individual risk assessment for that pupil will then determine the conditions and appropriateness for a return to school – wherever possible, the pupil will return to school under the mitigated conditions of the risk assessment. If after an appropriate risk assessment, it is felt that a pupil who has been excluded cannot return, then the school will consult with the local authority before taking any other action such as a return to working from home
- The circumstances and actions taken around breaches of the modified Behaviour Policy will be fully recorded in accordance with school and borough policies.

### **From September 2021**

**We will end the bubble restrictions and reintroduce face to face assemblies for celebrating good behavior.** is class based alongside weekly 'virtual assemblies' to celebrate behaviour and attendance.

## Why do we need a Behaviour Policy?

The Behaviour Policy clarifies the conduct expectations for adults and children to keep everyone safe. This policy is supported by the Anti Bullying Policy. They are both part of the school's safeguarding policies and should be followed by all. We want children to; recognise good behaviour for themselves, to feel confident and able to tell an adult or question those who suggest inappropriate behaviour choices which range from a bit unsafe or unkind to seriously harmful.

Teaching and supporting children to develop a shared understanding of 'right and wrong' is important. Guidance about children developing positive behaviours, attitudes and values for themselves and towards others is important; it helps them to become successful students and future citizens, who can contribute to school life and society.

The policies ensure fairness and consistency for all.

## What behaviours do we promote?

We promote and encourage the types of behaviour which encourage everyone to make good behaviour choices that don't hurt others or themselves. Put simply, being kind to each other and knowing right from wrong. Being a UNICEF, Rights Respecting School with our 'Golden Charter' and 'Five Star Values' helps everyone to make good behaviour choices or take responsibility for them when things go wrong.



Hague's 'Five Star' values support and exemplify attitudes for good behaviour:

- ✓ Responsibility
- ✓ Collaboration,
- ✓ Communication,
- ✓ Creativity
- ✓ Achievement.

All children and adults are expected to actively contribute to the collective responsibility of being a 'Rights Respecting School' through their words and actions.

As a Rights Respecting School we are committed to ensuring Adults are the Duty Bearers who are accountable for ensuring that all children experience their rights. The rights and Articles from the UNCRC (The United Nations Conventions on the Rights of the Child) are for all children from birth, they cannot be taken away, they do not have to be earned and are all equal. They are universal, inherent, inalienable, unconditional and indivisible.

At Hague the children have identified Articles 19, 12, 28, 29 and 31 as being important. They form the basis of the school's Golden Charter.

All children have the rights; to be safe, listened to, learn, play and be encouraged to achieve their best. All adults who work in the school have rights respecting awareness training and are expected to uphold RRS values when interacting with children and each other.

## What are the key aims of our behaviour policy?

### Our school aims are for all children at Hague:

- To enjoy school
- Be active, confident and independent learners
- Contribute to school life and the wider community
- Respect each other
- Support each other to do the best they can.

By respecting the Golden Charter and Class Charters it helps everyone to concentrate on teaching, learning and having fun in ways that are safe for all. We want the behaviour policy to support this.

### At Hague, we aim:

- To maintain the school's reputation for good behaviour.
- For children to be self-regulating, in control of themselves, able to work
- For children to be honest, take responsibility for their behaviour and to understand how it affects others.

- To support children in the development of conflict resolution language and skills. So that they are able to address situations without using violent or abusive retaliation.
- To develop children's understanding of how rights respecting behaviour and actions helps them to be a 'good person' contributing to society.
- To work in partnership with children, parents, governors, teaching and non-teaching staff to develop all of the above.

These aims have been informed by discussion with pupils, staff, governors and parents and by training on RRS and research by Education Behaviour Consultants, Bill Rogers and Jenny Moseley.

## **How do we promote good behaviour?**

Hague has many layers to behaviour management including this Behaviour Policy, the Anti Bullying Policy and the 'Jigsaw Curriculum' which explores, (PSHE) Personal, Social, Health and Emotional aspects of learning as well as Hague's Golden Charter.

Staff at Hague are committed to teaching about rights respecting behaviour, through assemblies, discussing stories, opportunities for debate, Big Questions in English, RE, school council and other elements of the curriculum where appropriate including e-safety.

Parents are asked to support the school in maintaining good behaviour and discipline and demonstrate their commitment to this by signing, 'The Hague Home School Agreement.'

The school hosts coffee mornings and meetings to talk about school issues including behaviour management strategies. If families need further support we signpost to Tower Hamlets Early Help Hubs to access family courses like, 'Strengthening Families'. We also run training on other issues such keeping children's communication safe on the internet.

In school, adults need to communicate clear expectations for behaviour in class, in the playground, around school and out of school. They should give positive praise, feedback and recognition of the children's positive words and behaviour choices or attitudes so that they and others know what they have done well are encouraged to follow the example

We want pupils to feel safe with a caring ethos which encourages children to be honest and take responsibility for any inappropriate behaviour as well as their successes. We don't want to 'blame' children which may encourage children to lie. We explain impact and consequences of behaviour for self and for others. Learning to say, 'sorry' and change behaviour for a better way in future is an important lesson.

All members of staff are responsible for effective behaviour management, by creating safe environments for work and play. Adults should set the limitations and boundaries for all to understand. Children should hear praise and reinforcement for following guidance. If or when problems occur, children are carefully listened to, incidents are investigated and pupils are encouraged to take responsibility for words and actions. The incident is recorded initially by the member of staff who observes the inappropriate behaviour with referral to learning mentor, class teacher or SMT as appropriate depending on seriousness of incident.

There are consistent school strategies for everyone as well as range of age appropriate rewards and sanctions to encourage positive behavior related to the charters and school values.

We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards outlined in the policy are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. We take a multi-agency approach to behaviour management where needed, this ensures that pupils' social, emotional and learning needs are effectively met.

## **Hague's Golden Charter**

The 'Golden Charter' is a set of principles based on the United Nations Convention on the Rights of the Child which have been agreed by pupils, parents and staff at Hague. The 'Golden Charter' is displayed around the school, in every classroom, school halls and playgrounds. It is the school's ethos on behaviour. (See appendix 1)

At Hague Primary School we expect everyone to follow the Golden Charter so that our school is a happy, safe and friendly environment for all.

## Class Charters

At the beginning of the school year, each class, from Nursery to Year 6, agrees a 'Rights Respecting Class Charter'. Children identify rights and responsibilities, which support their age appropriate levels of learning and conduct. Teachers and pupils are encouraged to use the language on the charters to recognise children's positive behaviour or draw attention to the desired behaviours throughout the week.

The wording of these charters varies from year to year. The essence is that children have 'rights' but they also have 'responsibilities' to ensure that others enjoy their rights to feel safe, to play and have a voice. Learning about how to take responsibility for one's own behaviour begins in Nursery and continues throughout the school. It is the responsibility of all members of staff to recognise and verbalise the efforts that pupils make in working towards being rights respecting and making good behaviour choices.

**Good Behaviour 'Golden Book' Assembly** *Instead of the Golden Book, teachers are asked to fill in the Whole School Golden Book tracker spreadsheet and to type the reason in the Digital Golden book; both found on the Google Drive.*

- Children in Y1- 6 are nominated weekly in recognition of behaviour which exemplifies our school values and children who respect their own rights and the rights of others. Their names are recorded in the 'Golden Book' and they receive Golden Book stickers in the Golden Book Assembly.
- The 'Attendance Cup' and stickers for KS1 and KS2 are also given to the class with the best attendance each week. Good learning behaviour and good attendance are often linked. All classes are aiming for 97% + attendance.
- At the end of each term, special certificates are given to those children whose name has appeared in the Golden Book three times or more.

## Termly Star Values Assemblies

- To promote positive behaviour and attitudes to learning, pupils are nominated for demonstrating the Hague Star Values and they are awarded a star badge. These badges are very high status and should be worn every day.
- A special 'End of Term Star Values Award Ceremony' is held to celebrate the achievements of the school, students and staff over the year. This may have to be a virtual assembly due to Covid restrictions.
- Children who have achieved a star value badge and certificate are celebrated on the 'Star Values Board'.

## Other opportunities to celebrate children's success as a result of good learning behaviour include:

- **Sharing Assemblies inviting family to enjoy** performances and presentations where children can demonstrate their skills knowledge, talents, receive acknowledgement for trophies and certificates received in or outside of school, ie sport or music exams.
- **Displays** - demonstrating work which children are proud of and able to talk about.
- **In newsletters** - Including children and classes who are to be congratulated for particular achievements, competitions and awards.
- **Top Table** – children recognised by all staff including PaLLs for positive lunchtime behaviour choices. Raffle tickets given to pupils by staff are drawn from the class jar to be nominated in Friday Behaviour Assembly. (Currently suspended due to staffing capacity)

## In Class Recognition, Rewards and Sanctions

Nursery, Reception and Year 1 have 'Shiny Boards' and a 'Thinking Spot'.

### Reward: Shiny Boards

Children are asked to put their names on the shiny board for good behaviour/good learning.

They have a sticker at the end of the day and verbal praise which helps them to tell parents what they have done well that day. Year 1 transitions from Shiny Board to Behaviour Traffic Lights in the Autumn Term.

### Sanctions: Thinking Spot

Inappropriate behaviour is sanctioned with a verbal warning. If behaviour is repeated the child is asked to stand on the thinking spot for 3-5 minutes depending on their age. This gives them time to think about their behaviour, calm down and self-regulate. They can then be supported to take responsibility as appropriate. Parents are informed at the end of the day if time has been spent on 'Think Spot'. Should serious inappropriate behaviour occur, forms in EYFS are filled out for purposeful violence, bullying and one-off serious incidents.

### Thinking Spot in EYFS

1<sup>st</sup> time – own class

2<sup>nd</sup> time – own class

3<sup>rd</sup> time – may go to class next door (Reception)

4<sup>th</sup> time - meeting with parents **and class teacher or EYFS Phase Leader.**

**All classes Year 1 – Year 6 have Behaviour Traffic Light Posters. These posters recognise good behaviour for all who stay on green as well as those who need a reminder to improve.**

### **All pupils are expected to 'STAY ON SILVER' and 'GO FOR GOLD'.**

- All children's names **Start on Silver** each day with the aim of at least **Staying on Silver**
- If children do something marvelous, do something very kind, show great learning behaviors and positive attitudes, resilience when challenged for example, exemplify Hague Star Values, they "**Go for Gold**".
- **If children make poor behaviour and attitude, choices they move down to the amber traffic light** as a warning. It's for low level/ inappropriate disruptive behaviour.
- Continuing to make poor choices, move to red and miss 5 minutes of Golden Time.
- Children on **amber and red** who show they are making the effort to improve and take responsibility for their behaviour can move **back to green (even the children on red)** but they stay on green for the rest of the week.
- Children can move straight to red in class or to the school's 'Serious Inappropriate' Behaviour File if the behaviour is persistent or serious.
- If a child is put on red twice in one day they are sent to KS1 or KS2 Phase Leaders to discuss their behaviour choices. If the behaviour persists, parents are informed.
- **Children are expected to quickly redeem their behaviour so that they move back to 'green'.**
- When a child is put on 'red'. Teachers have a range of age appropriate options: reflection sheet, letter or written explanation and/or loss of Golden Time. Encourage children to identify actions to show improvement or apology.
- **Children with consistent good or outstanding behaviour are nominated by staff and peers to be recognised in the weekly 'Golden Book Assembly'.**
- Each class agrees an appropriate system to recognise good behaviour of the class, group or individuals.
- **Golden Time** privileges are earned through **Staying on Silver and Going for Gold**. Children get to choose extra time doing subjects or activities they enjoy on a Friday for 30 minutes, i.e. P.E. creative arts, social games. **Golden Time** or part of it, in units of 5 minutes, may be removed as a sanction for children who have been on red.  
**NB Golden time was suspended during Covid 19 to avoid breaking class bubbles it has been replaced with Friday Golden Curriculum Topic Focus. Children do not miss any of this time but may have an alternative sanction losing some break-time or reflection time.**
- PSHE time is sometimes used to celebrate class/individual progress towards behaviour targets.

Teachers track movement up and down the traffic lights - Silver and Gold Bands so that we can identify which pupils are consistently well behaved.

### **What happens about inappropriate behaviour?**

Minor incidents will be listened to and dealt with quickly at the time.

For more serious incidents staff will listen to all those involved before taking action. They may refer to the school's Anti-Bullying Policy or Safeguarding Child Protection Policy if the concerns are related to use of sexualized language and acts or related to violent extremism. Children are encouraged to tell adults about inappropriate behaviour and not be bystanders. This links with the school's anti bullying policy.

## Examples of Unacceptable Behaviour

- Disruptions in lessons or corridors at break-time and lunch time
- Wasting time, regularly forgetting PE kit or school equipment
- Not completing or forgetting homework
- Hurting other people or their feelings
- Poor attitude, not being polite to others.

## Examples of Serious Misbehavior

- Repeated reminders for behavior
- Bullying and the use of threats. The school has a zero tolerance approach to bullying. (See Anti-bullying Policy)
- Any use of violence including fighting or retaliation. Children will be taught to use a strong verbal messages like, 'don't do that' 'I don't like it' and seek adult help.
- The use of abusive, racist, homophobic, religious or sexist language intended to upset someone. Making discriminatory comments as jokes or taunts is not acceptable.
- Inappropriate touching of others clothes or bodies is not acceptable.
- Smoking or bringing dangerous items into school which may cause harm to self or others, for example, cigarettes, e-cigarettes, matches, lighters, knives, drugs or related drug use kit.
- Disruptive behaviour or negative responses to the achievement of others.
- Uncooperative and defiant behaviour which makes it difficult for staff to carry out their duties effectively.
- Purposeful covering up of the truth. Lying.
- Deliberately harming or destroying school property including graffiti.
- Stealing or looking after stolen items.
- Not handing phone into the school office – using phone inappropriately for messaging others.

## Strategies for Dealing with Unacceptable Behaviour

- **Calming Down** - When dealing with a child who has been behaving in an unacceptable way, we recognise that sometimes there is the need for that child to have **'time out'** to calm down. Sometimes, this will involve removing the child safely from the situation. On occasions, this may be achieved by asking other children to move to a safe location until the child has calmed down. Some classes choose to have a work table for 'time out' to support children who benefit from this strategy as part of a **behaviour support plan**.
- **Use of Jigsaw Chime, 'calm me' for a whole class reflection.**
- **Listening** - We aim to be good listeners, recognising that children need to explain their motives, actions or language. Adults **Record** what is observed and said.
- Encourage children to reflect and modify unacceptable behaviour by supporting them to take responsibility for their actions.
- Use a Reflection Sheet which may be reviewed during 'Golden Time.'

## Other Sanctions for Serious Inappropriate Behaviour

Each year the classes discuss age appropriate 'consequences' of inappropriate behaviour choices and sanctions which may apply to accompany the Class Charter such as:

- Written reflection on school values, rights and responsibilities, letters of apology
- Child seated in a particular area of the classroom for a defined time
- Missing break time for reflection period.
- Completing work in different supervised location or with someone else
- Being sent, (where possible or by prior arrangement) to the relevant Phase Leader
- Withdrawal of a privilege for a limited period of time ie playing particular games, which may be the source of a problem, or not attending special events such as school visits.

- Reflection sheets are filed in a folder that is kept in Year 6 or Year 1. These can be discussed with parents at parents' meetings.
- **Serious Inappropriate Behaviour** has a separate form. This is usually used if behaviour is brought to the attention of the Head or Deputy and the teacher feels behaviour significantly affects the safety or well-being of others.

## Physical Intervention Using Reasonable Force

The health and safety of staff and pupils is paramount at Hague School. Reasonable force can be used as a last resort to prevent pupils from hurting themselves or others, from damaging property or from causing disorder it is used only when the individual has lost self-control. 'Reasonable in the circumstances' means using no more force than is needed for the shortest amount of time.

### Reasonable force is used for two main purposes:

1. to control pupils by passive action standing in a way that blocks their movement or active control guiding them away from a situation
  2. more extreme circumstances which involves physical contact. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. (See DFE Use of Reasonable force 2013 for more details).
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual risk assessment of the circumstances.
  - Ideally, only the trained members of staff would engage in physical intervention using agreed holding methods. However, this may not always be possible. All staff are allowed to restrain if circumstances put children at risk of seriously harming self or others. The purpose of a hold is to ensure that the pupil is safe and the adult member is calm.
  - If individual circumstances indicate that a child may need restraint in future, a planned physical intervention must be written by the inclusion manager or deputy head in the pupil's behaviour support plan and be agreed by all staff working with the pupil. An unplanned physical intervention must only be used once where there is a danger to the pupil or to other staff or pupils around them. From then on it must be planned for and written into a behaviour support plan. Any physical intervention must be carried out swiftly and calmly so the pupil does not become more stressed. Language must be kept to a minimum. All physical interventions should be recorded, by the staff member/s involved at the time documenting the incident and actions.
  - Physical Intervention Book kept in the Inclusion Office.
  - The school has a legal duty to make reasonable adjustments for Children with Special Educational Needs or disability. The school will discuss behaviour management strategies with parents and pupils where the condition is thought to require additional behaviour support strategies.

Staff must report any incidents to the Head Teacher or Deputy Head teacher if they are not already aware. Parents will be advised of the incident, behaviour and need for physical intervention. If a physical intervention plan is needed it could necessitate short term exclusion whilst plans and training for staff is put in place.

The deputy head and inclusion manager have had training in using reasonable force. Where a situation occurs that requires some restraint for the safety of the individual or others then reasonable force can be applied.

## Searching Pupils and confiscating personal items, which put children's and staff safety at risk.

Pupils may be searched if there is reason to believe that they may have something prohibited on their person such as:

- stolen items
- items which could be harmful to themselves or others such as knives and weapons
- tobacco and cigarette papers matches or lighters
- alcohol

- illegal drugs
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In law, school staff can search pupils with their consent for any item or without for items listed above. However, at Hague we follow these principles:

- 2 members of staff should be present.
- Children will be asked to empty their pockets or bag for themselves.
- If they do not comply, parents may be contacted and asked to carry out the search.
- Searches can be done on school premises or during school trips if necessary.
- Consideration needs to be given to the location of a search.
- Where possible searches should be done in private and not in front of the class.
- Staff may ask pupils to check the classroom/coats, school bags and PE bags, trays etc for items which may be stolen or missing, having given opportunities for children to take responsibility for actions. There should not be searches items that may cause injury or harm to others.

## Summary of the Stages of Behaviour Sanctions

<p><b>Stage 1</b> <b>Minor/ Low Level disruption/ One-off Incident between children</b></p> <p><b>Children not following class expectations or is an incident which can be quickly resolved happily between children by following 4 Steps for Conflict Resolution supported by an adult.</b></p> <p><b>Victim and Perpetrator</b> Say/explain what the problem is.</p> <ol style="list-style-type: none"> <li>1. When you .... It makes me feel...</li> <li>2. Next time it would be better if you...</li> <li>3. Apologies...</li> <li>4. Say what they will do to make the situation better</li> </ol> <p>Break time incidents It is the responsibility of the staff on duty to inform Class Teachers that day of the incidents.</p>	<p><b>Adults' Responsibilities</b></p> <p><b>In Class</b> Identify inappropriate behaviour - Remind pupils of expectations Use Think Spot or Traffic Lights as appropriate</p> <p><b>Playground or Classroom incident</b></p> <ul style="list-style-type: none"> <li>• If the incident causes injury/accident make the situation safe/ apply first aid and record medical needs.</li> <li>• Investigate how the incident occurred</li> <li>• Establish whether it was an accident or intentional and whether it needs to be recorded as serious incident.</li> </ul> <p><b>If not</b></p> <ul style="list-style-type: none"> <li>• Resolve the issue verbally using 4 Steps</li> <li>• Agree sanctions</li> <li>• If missing break, complete Reflection Sheet to be kept in appropriate Phase folder.</li> <li>• Parents kept informed as appropriate.</li> <li>• Establish prevention strategies and positive behaviour expectations to be recognised and informally monitored</li> </ul> <p><b>If the behaviour is regular low level but intentional establish whether it has become a more serious incident or bullying. Progress to Stage 2 or 3.</b></p>
<p><b>Stage 2 – Refer to Phase Leader</b> <b>Persistent Inappropriate Behaviour in class/ playground /offsite</b></p> <p>Class teachers inform Phase Leader &amp; parents</p>	<p><b>Behaviour is a persistent problem if:</b></p> <ul style="list-style-type: none"> <li>• 3 reflection sheets have been filled in. Parents informed about the concerns.</li> <li>• Child not taking responsibility for their behaviour the impact it has on them or others</li> <li>• Phase Leader informed short term Action Plan agreed for monitoring and behaviour support strategies</li> <li>• Learning Mentor may be involved in Playground monitoring &amp; Support Strategies</li> </ul>
<p><b>Stage 3 Refer or Deputy</b> Serious inappropriate behaviour such as deliberately hurting others physically or emotionally, being offensive to an adult/ member of staff, verbal abuse including racist and sexist remarks, acts of vandalism.</p> <p>Deputy Head, Headteacher or Class Teacher Discuss with parents and pupils.</p>	<p>Investigate and Record all parties views children complete reflection sheet to recall events in own words Allow short cooling off period <b>HPS Form to Report Serious Inappropriate Behaviour (See Appendix) completed.</b> If bullying or racism perceived follow <b>Anti-Bullying Guidance.</b> <b>Headteacher informed and reported to LA at the end of each term.</b> Data on bullying/racist incidents included in HT report to Governors and reported to LA in statistical return. Inform all parent carers of situation. Arrange appointments to discuss incident Address needs of victim &amp; perpetrator Identify strategies to prevent future incidents, sanctions and monitoring.</p> <p>CAF may be recommended to support families to access Parenting Behaviour Support Programmes or Early Help Programmes.</p> <p><b>Children at this stage are 'At Risk of Exclusion' if behaviour persists and does not improve with support plan.</b></p>
<p><b>Stage 4 Refer direct to Headteacher</b> <b>Serious Concern: Inappropriate behaviour is persistent.</b> <b>Behaviour regularly affecting others physically, emotionally, academically.</b></p> <p><b>Behaviour Support Plan SEN Or 'On Report'</b> Headteacher Deputy Head</p>	<p>Behaviour is such that it requires close supervision. Children will have been through Stages 1 &amp; 2 and may or may not have been on Stage 3. Child is not able to manage own behaviour without adult support. Class teacher &amp; staff responsible for day to day monitoring. <b>Behaviour Support Plan</b> agreed which may involve a pupils <b>being 'On Report'</b> and being monitored using a daily report card. (See Appendix) A Lead person will be identified, normally Class Teacher.</p>

<p>Inclusion Manager Class teachers Parents Phase Leader. CAF may be completed to work with Educational Support Agencies including CAHMs TH Behaviour Outreach Team Educational Psychologist or SIP</p>	<p>Review meetings between parents, child and class teacher where possible. Headteacher/Deputy part of weekly behaviour monitoring process. SEN needs to be considered, Inclusion Manager identify additional behaviour support agencies to be considered</p> <p>Advice may be sought from the Tower Hamlets Behaviour Outreach Team, the Social Inclusion Panel (SIP) or referral to the Educational Psychologist for support.</p> <p><b>Children demonstrating harmful behaviour at this stage are ‘At Risk of Exclusion’ if behaviour persists and does not improve with support.</b></p> <p><b>Please note that some children may choose to be ‘On Report’ for break times particularly if this helps them self-regulate their behaviour. This is seen as a positive action.</b></p>
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### Stage 5 Exclusion

The School follows Tower Hamlets Children’s Services Guidance on the Use of Pupil Exclusion.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

1. Review the circumstances to ensure indirect (or direct) discrimination against vulnerable groups of pupils, including those with protected characteristics under the Equality Act 2010 is avoided.
2. Take account of the pupil’s voice and views.
3. Consider previous early intervention by the school in particular to support pupils with SEN and protected characteristic, including multiagency assessments that look beyond the pupil’s educational needs.

The decision to exclude a student will be taken in the following circumstances:

- Where there has been a serious breach of the School’s Behaviour Policy
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.
- When unacceptable behaviour which has previously been reported and for which School Behaviour Support Plan or sanctions and other interventions have not been successful in modifying the student’s behaviour. This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

If a child is at risk of exclusion parents are contacted immediately. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA Exclusions Officer as directed in the letter.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role). Most exclusions are of a fixed term nature and are of short duration (usually between 1-3 days). The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. The School will consider police involvement if necessary.

A fixed term exclusion will sometimes take the form of an “internal” exclusion, with the student being excluded to working another class. However, in some circumstances, either because of the severity of the incident or because of practical or logistical constraints, such an exclusion will result in the pupil being required to remain at home. During the course of fixed term exclusion at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

It is School practice to place the student On Report to the Headteacher for an agreed period after a period of exclusion to monitor behaviour and learning and a Behaviour Support Plan may be drawn up. This needs to be agreed with the school, pupil and parents.

### Lunchtime Exclusion

Students whose behaviour at lunchtime is seriously disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

**How is the policy monitored?**

The Learning Mentor monitors all recorded incidents of serious inappropriate behaviour termly. There is a focus on identifying trends and children who are considered vulnerable. Particularly SEN/DPH, new arrivals, pupil premium children, children from minority groups.

Governors monitor serious incidents of inappropriate behaviour including online bullying and discriminatory behaviour and behaviour, which leads to exclusions.

Analysis of inappropriate behaviour informs school action plans to prevent future incidents. If there are any patterns of behaviour or groups of pupils who are affected; swift action is taken and monitored for impact.

Head teacher's Reports to Governors includes information about behaviour including information about serious incidents and number of exclusions and discriminatory incidents, which are reported to the Local Authority.

Pupils are consulted about behaviour annually through the development of Class Charters, PSHE Jigsaw Lessons, Class Council and School Council and surveys.

2021-2022 focus	Actions
<ul style="list-style-type: none"> <li>Further develop the role of young leaders for break times. Reduced learning mentor time in the playground.</li> </ul>	Training sessions with the Learning Mentor and Sports Coach.
<ul style="list-style-type: none"> <li>Online behaviour – ensuring children follow behaviour expectations associated with ‘good safe conduct’</li> </ul>	Regular reminders as part of Google Classroom and chat. Class teachers/TAs monitoring Children reporting concerns.
<p>Maintain ‘Manners and courtesy’ – oracy focus as children mix more widely in the playground.</p> <p>Need to resolve own low level incidents caused because someone didn’t say, ‘sorry are you alright?’</p>	Behaviour Assembly Class Charters Praise and recognition of children taking responsibility when things go wrong.

2019-2020 focus extended over 2020-21	Actions
<ul style="list-style-type: none"> <li>Staff Meeting: Revisit behaviour management research by Bill Rogers and Jenny Mosely for new and existing staff. Review; teacher expectations and ‘Take up Time’. Allowing children time to think and respond.</li> </ul>	Reviewed Take up time strategies with staff.
<ul style="list-style-type: none"> <li>Reduce number of minor incidents from falling out over minor accidents or misunderstandings. Establish expectation for ‘Manners and courtesy’ – oracy focus to resolve low level incidents caused because someone didn’t say, ‘sorry are you alright?’ Appendix 4</li> </ul>	Whole School Focus – Autumn Spring Terms. Assemblies and PSHE lessons in class. Children observed to understand and make more conscious efforts. Focused on Courtesy and manners Adults modelling and expectation for response. This has worked very well and become embedded. It continues to be a focus as children return to school and socialize more widely beyond bubbles.
<ul style="list-style-type: none"> <li>Review UNCRC articles Autumn Term with pupils, staff and parents in the context of Hague’s Golden Charter.</li> <li>Esp Article 12. You have the right to an opinion and for it to be listened to seriously.</li> <li>Reprint new charters so they are relevant</li> </ul>	Work in progress, SHH Steering group for RRS schools now established from September 2021. This group will drive the action plan associated with this focus.
<ul style="list-style-type: none"> <li>Adults Duty Bearers cannot take rights away universal, unconditional, equal, inalienable – all adults need to understand the language of rights and articles- professional development meetings.</li> </ul>	INSET 1 <sup>st</sup> Sept 2021. Adults understand the new language.

## APPENDIX

No 1 Hague School Golden Charter

No 2 Reporting Serious Incidents

No 3 On Report – examples

No 4 Good Manners at Hague

# Hague's Golden Charter

Article 28: You have the right to learn and to go to school.

Article 29: You have the right to be the best you can be.

Article 19: You have the right to be looked after, kept safe and not harmed.

Article 20: You have the right to be listened to and to have your say about what you think.

Article 31: You have the right to play and relax.



## How Children Respect these Rights

We enjoy a challenge so that we can be proud of our achievements.

We keep trying and don't give up.

We listen and don't interrupt.

We collaborate and include people in our work and play.

We remember to be ready for school, complete homework, bring PE kit, book bag and other essential equipment.



## How We All Respect these Rights

We come to school everyday on time.

We work hard; we don't waste our own or other people's time.

We are honest. We take responsibility for our words, actions and behaviour; we don't cover up the truth.

We look after things; we don't waste or damage resources.

We are kind, gentle and helpful; we use rights respecting language. We don't hurt other people or their feelings.



## How Adults Respect these Rights

We provide an interesting, exciting curriculum and consistently, good teaching so that everyone can achieve their best.

We encourage children to be confident and independent learners

We provide a safe, caring environment for work and play.

We make time to listen to pupils and take action to help or support.

We celebrate good behaviour, and positive attitudes to learning, punctuality and attendance.

**HPS Form to Report Inappropriate Behaviour 2021-22**  
**Includes Hurting Others Physically or Emotionally**

**Date:** \_\_\_\_\_ **Name of Adult making report:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Name of child/children who are causing upset to others:** \_\_\_\_\_

**Class/es:** \_\_\_\_\_

**Name of target/s:** \_\_\_\_\_

**Class/es:** \_\_\_\_\_

**Witnesses:** \_\_\_\_\_

<b>Nature of incident/ Tick as appropriate:</b>	
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>- Hitting/pushing</li> <li>- Kicking</li> <li>- Punching</li> <li>- Throwing objects</li> <li>- Stopping someone from doing something</li> <li>- Damaging someone's property</li> </ul>	<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>- Humiliating/embarrassing</li> <li>- Making hurtful comments</li> <li>- Threatening physical or emotional act</li> <li>- Spreading rumors</li> <li>- Stealing someone's property</li> <li>- Name calling</li> <li>- Persuading others to leave someone out</li> <li>- Answering back/not following instructions by an adult or monitor</li> </ul>

**Other:**

**What happened?** PTO to record background information/ what was said **Who, What, Where, When, Why?**

**Has this happened before?**      **No**                      **Yes**  
**If so, how often/ when?**

**Action Taken:**

**Parents to be informed**    **Yes / No**

Does the **LBTH BULLYING/RACIST** Incidents form need to be completed?    **Yes / No**

**If yes please tell DH or HT**      **If Bullying or Racist Parents must be informed**

## **Monitoring Pupils on Report**

Pupils who are 'On Report' have a little book or Report Chart which has success criteria for good behaviour and a Behaviour Support Plan. This is an age appropriate plan agreed with the pupil. It may include use of stickers. Message – this book is to help pupils 'Stay on Green.' Children may be 'On Report' for a short period of 1 week or longer as agreed necessary. Parents will be advised of the strategy. The strategy should feel positive for all involved.

The aim is to help pupils get back on track quickly and provide routine support. If behaviour is going off track sanctions need to be applied which have impact. Working towards conforming to class and whole school expectations of how we behave at Hague. It encourages staff to look for positive behaviour and give praise for it.

Parents can see that support is being given and hear positive praise were efforts have been made to improve.

### **Child's Responsibilities:**

- Look after the book.
- Keep it in the special place.
- Tell the person on duty at beginning of break they need monitoring
- Tell the teacher if different to class teacher they need monitoring.
- Self-regulate behaviour, words and actions.

### **Class Teacher's Responsibilities**

- Monitor learning attitudes and behaviour over the course of the day in short bursts so children achieve success.
- Let the child know how well they are doing from session to session.
- Build up slowly to half day/ whole day for those on long term report.
- Meet with parents daily or weekly to evaluate home school progress.
- Let staff know who is on report, with strategies to support.

### **TA & PaLLs Responsibilities**

- Support Class Teacher in monitoring – observe and give feedback
- Look for positive examples as well as negative
- Work with the Class Teacher to understand the agreed behaviour management strategies to support the changes in learning / social behaviour.

### **Head Teacher / Deputy Responsibilities**

- Monitor the progress that the child makes daily / weekly for agreed targets
- Agree adjustments to class teacher expectations, sanctions and rewards.

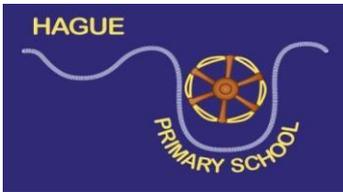
### **Parent Responsibilities**

- Meet regularly with the Class Teacher
- Talk to son/daughter about their behaviour and how to maintain improvements
- Talk about their learning, help with homework
- Know who their friends are and what they are doing after school, on line and out and about.

Adults rate the behaviour/attitude to learning on scale of 1-5 – help the child to self-evaluate. How well have you done today? How have you met success criteria for the grade? Provide Evidence. Adult has to be aware of child's behaviour throughout the session before grading.

<b>Grade</b>	<b>Success Criteria</b>
<b>5 Outstanding</b>	All of level 4 + good learning attitude. Big improvement in work as a result of excellent behaviour. Being actively helpful, cooperative and kind to others. <u>Doesn't have to be told what to do knows what to do and does it</u>
<b>4 Good</b>	work is good quality, well presented/. Always listening not getting distracted by others. Behaviour shows choosing to do right thing ignoring distractions, being kind saying helpful things. <u>Doesn't have to be told to do all of these things all the time can be reminded occasionally.</u>
<b>3 Satisfactory</b>	completing work /playing nicely following class rules not upsetting others/lined up /good sitting, listening ready to learn, joining in. not shouting out/showing off Helping to tidy up sensibly. May have to be told and directed but gets on with it quite quickly.
<b>2 Cause for Concern</b>	rude /not cooperating in class/ not playing by the playground rules minimum effort in class work lack of focus
<b>1 Unacceptable/ unsafe for others/self</b>	Seriously offensive/dangerous puts others safety at risk. Stops others from learning –internal exclusion

This success criteria is an example and can be edited with age appropriate language or simple symbols.



## Good Manners at Hague Primary School

At Hague Primary School we are making a big effort to improve children's spoken English and we are going to start with a focus on good manners. This links with the Hague School value of communication as well as our Rights Respecting school ethos as outlined in Hague's Golden Charter. We also know that good manners contribute towards positive relationships and improved job prospects later in life.

We are asking all staff and parents to help by modelling good manners to the children in school and at home as outlined below.

Good manners, courtesy or politeness means respecting yourself and others; it means acting in a dignified manner and treating others with dignity. In particular, by:

- **Using polite language.**
- **Being kind and considering the feelings of others.**

**Using polite language by:**

- Speaking in a calm and friendly manner.
- Greeting others in a polite way. This means saying 'Hello', or 'Good morning' when you see someone in the playground and saying 'hello' back when someone says it to you. You might also ask 'How are you?'
- Saying please and thank you appropriately.
- Saying 'Excuse me' if you want to get past someone or if you need to interrupt them.
- Saying 'Sorry, are you alright?' if you bump into someone or hurt them accidentally.

**Being kind and considering the feelings of others by doing things like:**

- Following Hague's Golden Charter with a positive attitude.
- Listening while someone else is speaking and looking at them.
- Including people in conversations and games, even if they are not your best friend.
- Showing appreciation when someone is doing something well.
- Asking if you can help someone.
- Holding open the door for someone.
- Clearing up after yourself