



Expectation Policy (Behaviour)

REVIEWED BY HEADTEACHER:

BY GOVERNORS:

NEXT REVIEW DATE:

Hall Meadow Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. All of our school policies and procedures reflect this priority.

Introduction

The law requires schools to have a written behaviour policy. This helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

At Hall Meadow Primary School, we believe that having high expectations of our children encourage good behaviour and therefore this policy is named as such to reflect.

This policy took into account the views of staff, pupils, parents and the Local Academy Committee. All stakeholders agree that in order to enable effective teaching and learning to take place high expectations need to be visible in all aspects of school life. This includes:

- the promotion of good behaviour;
- the promotion of self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- the ability to take responsibility
- the building of resilience
- the need to reflect
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

This policy should be read alongside the following linked policies:

- Safeguarding
- Anti-bullying
- Exclusion
- Equality
- Inclusion

Behaviours versus Expectations

At Hall Meadow Primary School we believe, in order for all of our children to achieve, we need to instil positive behaviours which will support them throughout their whole life. This includes the teaching and learning of self-discipline and the values of both the school and the Trust (InMAT). We believe that through these values our children will develop the skills to support them in making the correct choices in life and the communication skills to face challenges and consequences.

These values are our expectations and how we want all our stakeholders to think, work together and promote positivity in all we do. Our three guiding values are:

- **Respect** – it is important to respect ourselves, others and our environment
- **Responsibility** – we all have a responsibility to look after our things, our environment and each other
- **Resilience** – we are able to experience challenges and deal with them positively

Our Trust Values are:

- Integrity
- Involvement
- Inclusion
- Initiative
- Inspiring

Roles and Responsibilities of Stakeholders

The children at Hall Meadow will:

- Use the values to make the right choices
- Use the values to reflect on any wrong choices
- Build resilience by understanding and using the phrase '**Stop it, I don't like it**'
- In reflecting on incidents children will be asked '**Is it right? Is it kind? And Is it safe?**'

The staff at Hall Meadow will:

- Uphold the values of the school
- Support the children with developing the skills to use the values in their daily lives
- Build resilience by teaching an understand of and how/when to use the phrase '**Stop it, I don't like it**'
- In reflecting on incidents adults will ask '**Is it right? Is it kind? And Is it safe?**' and delve into '**Why?**'
- Ensure the children are treated fairly and consistently by using the values to hold all stake holders to account
- Implement this policy without discrimination, considering SEND as well as the additional challenges that some vulnerable learners may face
- Promote a teaching and learning ethos which encourages all learners to attend and participate in lessons whatever their level of ability or need;
- Model positive behaviour
- Recording incidents of poor behaviour above sanction 3 and/or frequently repeated behaviours (eg: constant calling out) and any given sanctions
- Provide praise, rewards and reinforce positive behaviour
- Focus on de-escalation and preventative strategies rather than being solely reactive
- Ensure that the majority of learners' education is not jeopardised by those who choose to be disrespectful
- Contribute to the development of systems which support and reinforce the expectations
- Recognise that there may be contributory factors which affect a learner's behaviour and respond according to individual need
- Contact parents if there is a problem with attendance, punctuality and about any concerns or problems that affect their child's work or behaviour

Parents of children at Hall Meadow will:

- Uphold the values of the school
- Support the staff in developing the values within their child/children
- Support the school in the application and enforcement of this policy
- Inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour
- Ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped
- Attend meetings at the school with staff to discuss their child's progress, learning attitudes and

behaviour and adhere to any parenting contracts put in place

- Inform the school in writing of any medication their child needs to take
- Support their child in homework and other opportunities for home learning

The Local Academy Committee will:

- Ensure the school follows the policy
- Support staff, children and parents in promoting high standards of behaviour

Rewards

In consultation with the children of Hall Meadow, the school believes that it is important to encourage high expectations throughout the day. This is rewarded as follows:

- Verbal praise
- Stickers
- Star of the Week
- Praise Postcards
- Dojo points (which lead to additional rewards)
 - 50 Dojos Certificate given in Celebration (Parents invited)
 - 100 Dojos Certificate given in Celebration (Parents invited) and 20 mins additional play in the last week of term
 - 150 Dojos Certificate given in Celebration (Parents invited) and film afternoon
 - 200 Dojos Certificate given in Celebration (Parents invited) and Pizza Lunch followed by an afternoon at the park

Children can receive dojo points for demonstrating the three expectations (respect, responsibility and resilience) alongside the values of InMAT. These can be awarded in lesson, assembly, as they walk around school and at lunch. These will be tokens which will be transferred to dojos when given to the class teacher.

Sanctions

Children who are not meeting the schools expectations will have sanctions imposed as follows:

1. Verbal warning given
2. Move within the classroom
3. Age appropriate minute loss of break or lunch time – this will also incur an email/call home
 - YR – 3 mins
 - Y1/2 – 5 mins
 - Y3/4 – 7 mins
 - Y5/6 – 10 mins
4. Moved to another classroom to complete reflection task (appendix 2)– email / call home
5. Moved to Senior Leader/ Headteacher – call home from senior leader
6. Extreme behaviour may lead to the loss of the whole playtime/lunchtime or an internal/external exclusion and a phone call home to discuss.

These sanctions will be followed in number order unless children hurt, swear, damage property or refuse instruction then they will automatically be moved to stage 3. Please be aware these types of behaviour could incur an exclusion.

All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the learner's age, any special educational needs or disability and any religious requirements.

All sanctions will be re-set after break/lunch and at the start of each day.

Any sanction reaching stage 3 or comes under the headings below will be formally recorded using the form in appendix 1.

Under no circumstances will illegal or inappropriate items be tolerated in the school, and all learners will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to learners
- use of inappropriate language
- physical abuse to/attack on staff
- physical abuse to/attack on learners
- any form of bullying (to the extent not covered above)
- peer on peer abuse
- indecent behaviour
- damage to property
- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- carrying an offensive weapon
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the learner's behaviour
- malicious allegations against staff
- racist, sexist, homophobic or other forms of discriminatory behaviour

Peer-On-Peer Abuse – see Safeguarding policy

Our Trust recognises that children themselves sometimes display **abusive behaviour** and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- Is serious and potentially a criminal offence;
- Could put pupils in the Academy at risk;
- Is violent;
- Involves pupils being forced to use drugs or alcohol;
- Involves sexual exploitation or sexual abuse, such as indecent exposure, Sexual assault, or sexually inappropriate pictures or videos (including sexting).

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can include, but is not limited to:

- Bullying including cyberbullying;
- Sexual violence and sexual harassment;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexting;
- Initiation / hazing type violence and rituals.

Procedures are in place to minimise the risk of peer-on-peer abuse and to investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals will be supported.

Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-on-peer abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.).

At Hall Meadow Primary School, we try to minimise incidents of peer-on-peer abuse by:

- Providing a developmentally appropriate PSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- Having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Developing robust risk assessments where appropriate;
- Having relevant policies in place

Fixed and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Please see the Exclusion Policy for further information regarding these.

Working in cooperation

School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. Hall Meadow Primary School recognises the importance of effective home-school communication, and will endeavour to communicate with parents regarding their child's behaviour when necessary. When a sanction is imposed, parents will be contacted by telephone and/or in writing depending on the severity of the sanction.

The school encourages a communicative approach where pupils are asked to consider the impact of their behaviour.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary. (Home/School agreement Appendix 3)

Learners with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other learners of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or

- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The school is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the learner receives appropriate support. The school is conscious of its legal duties under the Equality Act 2010 in respect of learners with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a learner may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a lesser sanction for a learner whose behaviour is in consequence of their disability than would be imposed for a learner exhibiting the same behaviour who does not have that disability.

A behaviour report will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the special educational needs policy for more information.

Investigating Incidents

- Using the restorative approach, initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Incidents which require further investigation or initial investigations of more serious offences will be carried out by a member of SLT. Children who have witnessed the behaviour may be asked provide a written account, use comic strip conversations, sand/lego play or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will generally be open and non-leading.
- When more than one learner is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- In exceptional circumstances, learners may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other learners may be compromised by that learner remaining in the school.

Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a learner's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.

Staff may confiscate or seize items in the possession of learners that are illegal or banned by the school and may confiscate, retain or dispose of a learner's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a learner's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other learners to be educated. Where appropriate a member of staff may retain or dispose of a learner's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items.

A teacher or someone who has lawful control of the child can search a learner **with their consent** to look for any item banned by the school. Learners must be first asked to empty pockets and bags

themselves. If the learner refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

The HT and other members of staff authorised by them have the power to search a learner **without the learner's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

Staff should keep a record of any searches conducted on learners and inform parents that a search has been carried out as soon as reasonably practicable. This will be recorded on MyConcern.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Use of reasonable force

The school strives to provide a safe learning environment for all learners. All members of staff (and anyone whom the headteacher has given the responsibility to be in charge or in control of the learners) are **lawfully permitted to use reasonable force to prevent learners committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.**

This power extends to times when staff are lawfully in charge of learners but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, learners may get anxious or agitated and strategies used to help learners calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the learner's own safety, the safety of other learners and staff, or to ensure that property is not seriously damaged.

All incidents where learners need to be held to help them to calm down will be recorded, any and parents will be informed as a matter of course.

Bullying – please see the Anti-bullying Policy

The school will take all reasonable measures to ensure the safety and wellbeing of all learners and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The school wants to make sure that all learners feel safe and are accepted in the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and learners. The school practices a preventative strategy to reduce the chances of bullying, and the anti-bullying policy is instilled in the school's curriculum, through the active development of learners' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to learners what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- investigate as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the senior leadership team.
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider whether exclusion is appropriate in light of the circumstances.

Online Safety

Hall Meadow Primary School staff follow current guidance and age limits for social media and other applications in which children are engaging with peers online. Where a member of staff has reasonable grounds to suspect that a learner is using social media/ applications in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's safeguarding team. Following any such report an investigation will follow during which a safeguarding lead may ask that the learner gives them access to their social media account. In the event that the learner refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the learner.

Parents will be informed if a breach has reached this level of intervention.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head in accordance with the school's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Equality statement

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with The Equality Act 2010 and covers both direct and indirect discrimination.

Appendix

- 1. Behaviour Log**
- 2. Reflection Sheet**
- 3. Home/School Agreement**

Behaviour Log



Our guiding Values are:

- **Respect** – it is important to respect ourselves, others and our environment
- **Responsibility** – we are all responsible for ourselves and our actions towards ourselves, others and the environment
- **Resilient** – we are able to experience challenges and deal with them positively

Name of child:		Class:	
Date of Incident:		Time of Incident:	
Location:		Form completed by:	
Description of incident			
Child's response Questions: Is it right? Is it kind? Is it safe?			
Witness response			
Outcome (What action was taken)? Sanctions Children who are not meeting the schools expectations will have sanctions imposed as follows 1. Verbal warning given 2. Move within the classroom 3. 5 minute loss of break or lunch time – this will also incur an email/call home 4. Moved to another classroom to complete reflection task – email / call home 5. Moved to Senior Leader/ Headteacher – call home from senior leader 6. Extreme behaviour may lead to an internal/external exclusion and a phone call home to discuss. Children who hurt, swear, damage property or refuse instruction will automatically be moved to stage 3.			
Further comments:			

Reflection Sheet



Our guiding Values are:

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Name	
Date	
What happened?	
Was it right?	Yes / No Why?
Was it kind?	Yes / No Why?
Was it safe?	Yes / No Why?
What will you do now and in the future?	

Home and School Partnership Agreement



At Hall Meadow Primary School we believe, in order for all of our children to achieve, we need to instil positive behaviours which will support them throughout their whole life. This includes the teaching and learning of self-discipline and the values of both the school and the Trust (InMAT). We believe that through these values our children will develop the skills to support them in making the correct choices in life and the communication skills to face challenges and consequences.

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Our Trust Values are:

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- Involvement
- Inclusion
- Initiative
- Inspiring

Agreement

Working in partnership provides us all with a shared understanding of our roles in ensuring every child reaches their potential.

I understand my responsibility in supporting _____	
Child's signature	
Signed for child's home (parent or carer)	
Signed for school	

Staff and governors will:

- promote the school values at all times, both inside and outside of school
- ensure the school is a happy, safe, creative, challenging and motivating place in which children learn
- ensure the delivery of a progressive curriculum
- help children to develop positive relationships regardless of gender, race, culture, beliefs, age or need
- promote achievement in all areas and from all members of our community
- build positive relationships with all parents and carers
- teach about and to use technology and social media responsibly, both inside and outside school
- encourage the children to communicate confidently and effectively
- support the children to greet new challenges confidently and with competence
- encourage a sense of curiosity and a quest for knowledge
- take pride in the environment in which they are part of and instil this within the children

Pupils will:

- live by the school values at all times, both inside and outside of school
- ask for help if I need it and to try my best in all that I do
- work hard and listen carefully to instructions

- promote the school ethos and values of respect
- be polite and helpful to all children and adults
- try my best
- look after the school environment
- complete homework given

Parents/Carers will:

- support the school values at all times both inside and outside of school
- support the school's policies and procedures
- support my child with home learning including listening to my child read and read to them, supporting with homework including spellings and times tables
- ensure that my child is ready to learn every day by getting enough sleep, being dressed in uniform and arriving at and leaving school on time
- make sure that my child attends school and to inform the school of the reason for any absence
- read school newsletters and other information sent home, attend parents' evening and to respond positively to any other request to support my child's learning
- promote the use of technology and social media in line with the school values
- raise any issues or concerns with the school in the right way and in line with school policies
- communicate to the school any information that may affect my child's learning or wellbeing