

HEMLINGTON HALL ACADEMY



BEHAVIOUR POLICY

Policy Version Control	
Policy type	Behaviour Policy
Policy prepared by (name and designation)	Karen Edmenson, Head Teacher Whole staff of Hemlington Hall Academy
Last review date	September 2024
Description of changes	Updated following whole school consultation through Lingfield Teaching Compass. Separated from Anti-Bullying Policy.
Date of Approval	LGB Ratification 04.12.25
Date released	Autumn 2025
Next review date	Autumn 2026

Our school ensures that our pupils learn in an environment where they feel happy and secure. Positive relationships are based on an ethos of mutual respect and good social behaviour to include all pupils, staff, parents and carers. We 'live out' our School Virtues of: Fairness, Kindness, Resilience, Curiosity, Courage and Independence.



Routines Matter

Children thrive on a sense of consistency and routine. For some children, school is the only place where they experience such stability. As such, we have clear routines and expectations at the centre of our behaviour approach – setting the tone from the second that the children and families arrive at school. These are around:

- Consistent arrival routines
- Line up and movement around school
- Consistently referring to our 4 school rules
- Consistent reward and recognition
- Consistent adult language and approach to behaviour
- Routines within the classroom

Clear Rules and Associated Language Matter

Our four, simple school rules are explicitly taught, referred to, recognised and discussed throughout a child's time at Hemlington Hall.

Our Hemlington Hall Rules:

- Be Safe
- Be Respectful
- Be Ready
- Be You!

Rewards Matter

We recognise and reinforce positive behaviours and attitudes through the use of rewards. They must be well-timed and appropriately earned. Rewards should not be used disproportionately for a child who finds behaving more of a challenge; we should never overlook the children who always 'do the right thing', whilst working hard with the children who struggle to do this. Details of how to address behaviours which we do not accept, are detailed in the 'Poor Behaviour Matters' section, below;

Stickers

Stickers are given to reward positive behaviour or learning.

Dojo (House) Points

Dojo points are award for positive behaviour.

Virtue

Each Key Stage has a weekly virtue assembly where one virtue per half term is celebrated. Every class has virtue ambassador who decides which child has shown the virtuous behaviour and they receive the award.

Simply the best

This is awarded in whole school assembly by the staff to the child who has tried their very best in any aspect of school life.

Poor Behaviour Matters

In a primary school, children are not only learning to read, write and count – they are also learning how to behave well. Children will require their behaviour choices to be checked or addressed, at times.

Before this conversation happens, it is vital that the adult stops and considers:

- How would I speak to this child if their parent/carer was on my shoulder?
- It is my professional responsibility to stay calm; I need to be mindful of my tone, body language and intonation.
- How can I make my point concisely? I need to keep further disruptions to learning to a minimum.

At Hemlington Hall, we have a clear, stepped approach to addressing a child who is not doing as we expect. Children learn from experience to expect fair and consistently applied sanctions which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Our Procedure

We have an agreed system to manage behaviour which all staff must adhere to. Professional judgement is required regarding which step best reflects the most suitable action given the behaviour displayed.

In exceptional circumstances, depending on the nature of the offence, the sequence of actions will be bypassed, resulting in fixed term or permanent suspension. All staff have the right to apply agreed actions up to and including 'Fresh Face/intervention'. More serious actions, such as playground suspensions, must be agreed in advance with a member of SLT. As a general rule for minor and low level behaviours, the following sequence should be adhered to:

In Classroom	On Playground
First Reminder: Tell the child that they are not following a school rule. Walk away to give time for the child to correct their behaviour, without an audience. It is a quiet and low key reminder of expected behaviours and should be given as a polite reminder.	First Reminder: Tell the child that they are not following a school rule. Walk away to give time for the child to correct their behaviour, without an audience. It is a quiet and low key reminder of expected behaviours and should be given as a polite reminder.
Final Reminder: Tell the child that this is their final reminder. Children should be fully aware of what this means and the consequences (see below) of continuing with the behaviour.	Final Reminder: Tell the child that this is their final reminder. Children should be fully aware of what this means and the consequences of continuing with the behaviour.
FROM NOW ON, NO MORE REMINDERS. ACTION IS TAKEN.	
Reflection: <ul style="list-style-type: none">• Child is sent to a designated area in their own classroom• Child spends 5-10 minutes sitting alone, in order to reflect and calm down without causing	Reflection: <ul style="list-style-type: none">• Child is sent to a designated area in the playground

<p>disturbance. Where possible, they should continue with their work</p>	<ul style="list-style-type: none"> • Child spends 5-10 minutes sitting or standing alone, in order to reflect and calm down without causing disturbance • Class teacher informed at the end of break / lunch
<p>Time out:</p> <ul style="list-style-type: none"> • Child is escorted to a designated colleague • Up to 1 hour (which may include playtime) working alone without causing disturbance (Class teacher to send work). • Recorded on CPOMS • Parent/carer informed with discussion of what we would like to see improved. 	<p>Time Out:</p> <ul style="list-style-type: none"> • Key Stage Lead/SLT radioed to support. • Removal of playtime • Class teacher informed at the end of break/lunch time. • Recorded on CPOMS • Parent/carer informed with discussion of what we would like to see improved.
<p>For a child frequently moving through the behaviour chart:</p>	
<ul style="list-style-type: none"> – Discussion with staff and SLT at SLT meeting 	
<p>If no improvement:</p>	
<ul style="list-style-type: none"> – Parent/carer meeting to agree support required 	
<ul style="list-style-type: none"> – Consider referral to and recommendations from professional agencies 	
<ul style="list-style-type: none"> – - Consider a behaviour plan/contract 	
<p>Fresh face / Intervention:</p> <ul style="list-style-type: none"> • Child is escorted to a Senior Leader • Up to half a day working alone without causing disturbance (which may include removal of playtime) • Parent/carer informed • Record on CPOMS 	<p>Fresh face / Intervention:</p> <ul style="list-style-type: none"> • Decided by a Senior Leader and given for serious incidents, including acts of physical aggression towards another child. • Parents/carers must always be informed and the incident record it on CPOMS.
<p>THE DESIRED OUTCOME IS ALWAYS THAT A CHILD'S BEHAVIOUR IMPROVES SIGNIFICANTLY AFTER THEY MOVE ONTO A STEP. WHERE THIS IS THE CASE, THE TEACHER CAN 'RE-SET'</p>	

Restore & Repair – to take place following any Time out / Fresh Face.

It is the conversation about poor behaviour that changes it. Children need to know that if behaviour falls short of the standard expected by the school, they will have to face it, during a 'restore and repair conversation.' This will be with the adult that imposed the time out and not during lesson time and this will be supported by the FLO, Key Stage Lead or SLT, where needed. This is the chance for the adult and child to discuss the behaviour that led to the time out and any possible consequence or 'imposition' of it.

The fact that this conversation happened and key details/outcomes, is recorded on CPOMS.

The key **Restore and Repair** Conversation questions are below. Five questions is enough to aid reflection. Where the adult deems it appropriate (and in the Early Years/Bases), it will be fewer than five; those in bold are most suitable:

- 1. What happened?**
2. **What were you thinking at the time? (How XXX were you at the time, out of 10?)**
3. **What have you thought since?**
4. **How did that make people feel?**
- 5. Who has been affected (hurt/upset for KS1)?**
6. **How have they been affected?**
- 7. What should you do to put things right?**
8. **How can you do things differently in the future?**

Repeat or Serious Behaviours

If a child displays a behaviour that has serious consequences for others, such as a physical or verbal attack, racism or homophobia, we recognise that not only does the child require the support from school (and potentially other professionals) to address these behaviours, but also from home. As such, if a child carries out a serious behaviour incident, the staff member dealing with the incident can choose to escalate the sanction to 'Time out' or 'Fresh Face' as appropriate. Staff to speak to parents/carers at pick up or make a telephone about to discuss incidents and next steps.

Extreme Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them, or poses a serious risk to the child, others or the harmonious running of the school. Unacceptable behaviours may be expedited quickly through our behaviour system to be dealt with by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened, and will follow the restore and repair meeting approach. Behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Repeat or extreme defiance/ rudeness to any adult
- Persistent taunting, teasing and bullying
- Stealing
- Repeated spitting
- Repeated swearing

All such incidents and SLT restore and repair meetings will be recorded on CPOMS.

Suspension

When a child is suspended, for any length of time, they cannot be positively influenced by school; as such, it is not an approach taken lightly by the school, and is only used as a last resort. Importantly, however, a school must have procedures in place, by law, should the need or situation arise. Our procedures are detailed within our Trust Exclusion Policy which is found here: <https://www.lingfieldducationtrust.com/trust-policies>

Physical Intervention

Children should not require physical intervention, unless they are posing an immediate risk to themselves, or others. As such, we have robust guidelines in place relating to the use of any form of physical intervention which are based on the best practice principles outlined in 'Positive Environments, Where Children Can Flourish' (OFSTED, 2018). We have staff trained in 'Team Teach' to de-escalate situations and support with physical intervention in those extreme circumstances.

Behaviour in Our Community

Children who attend Hemlington Hall Academy are its ambassadors beyond the school day. As such, we address inappropriate behaviour outside school if the following applies:

- The child was taking part in a school-organised or a school-related activity
- The child was on their way to or from school
- The behaviour could have repercussions in school
- The behaviour threatened another pupil of the school.

Incidents outside school would be investigated fully and normal sanctions would be applied.

Parents and Carers

Parents and carers play a vital role in partnership with school to promote responsible and positive pupil behaviour and that their child is doing well or needs support. They are informed of good behaviour through our reward system (see 'Rewards Matter'), as well as the through the relationships that staff build with our families – catching parents/carers, calling home and sending Dojo messages are all appropriate ways to spread good news. Equally, if their child is behaving inappropriately at school, they will be informed, as outlined in the 'Sanctions Procedure' section. In cases of challenging behaviour, parents/carers will be invited to meet with staff. At this meeting, a school behaviour plan may be completed.

Induction Matters

Any new member of staff joining the school receives a copy of this policy, and any relevant training.

Review Matters

It is important that the school's work with regard to behaviour is reviewed regularly – and by a range of stakeholders. Each year, staff, parents/carers and children have the opportunity to review the success of the school's approach, through discussion and questionnaire feedback. Annually, governors and school leaders review the policy in relation to this feedback. The policy also closely aligns to the Lingfield Education Trust Behaviour Principles, which can be accessed here:

<https://www.lingfieldducationtrust.com/trust-policies>

Appendices

1	Consistent School Routines
2	School Rules and behaviour chart
3	De-Escalation Techniques
4	Behaviour Plan
5	Behaviour on one page

Appendix 1: Consistent School Routines

Arrival

- Children will always be greeted by an adult in the morning – usually on the gates into school, as well as on entry to their classroom
- Staff will always remember that they are there to welcome the children, speaking directly to every child using their name where possible – welcoming them to the day and setting the tone
- Children will always know what to do when they enter the classroom: children should have a routine to settle down to before the day starts
- Adults in the room should use this time to ‘check in’ with children – particularly those who may be most vulnerable

Respectful Walking

The way that children move around the building and ‘carry themselves’ says so much about the expectations of the school. Get this right, the learning will transcend long beyond school and into adult life.

- **Stand tall - I am proud to be me!**
- **Hands stay still by your side**
- **We smile and greet people in our path**
- **We hold doors open**
- **We always walk on the left hand side**

Our Lining Up Code

The children are taught how to line up smartly, sensibly and in a straight line. In EY and KS1, wherever possible, there will be an adult at the front and an adult at the back, stopping at key points to reinforce:

- **‘Line-up’ order**
- **Walk to the end of the line – no running or pushing in**
- **Leave a person space**
- **Keep my hands and feet to myself**
- **Keep quiet and still**
- **Listen to instructions**

At the end of lunchtime

The children are taught how to enter the school sensibly and promptly:

- **First whistle – everyone stops**
- **Second whistle - everyone walks to their line**
- **Children line up, in line order on their spot**

Staff are positioned in key points around the school to welcome children back in to school and in to their classroom

Children giving/showing attention

- **Show me ten**

Where possible, this should be a non-verbal sign from the adult who will hold their hands up and wait for the children to reciprocate.

Appendix 2: School Rules and behaviour chart



At Hemlington Hall, we need to...



Be safe



Be respectful



Be ready



Be you!



Appendix 3: Toolbox to support de-escalation techniques

Fresh Face

Move back out of immediate range and let other staff/pupils become the focus

Reassurance	'I'll always try to be here if you need me' 'Although that was wrong, we can help you put things right again'
Success Reminder	'Remember that excellent number work you did for me this morning...?'
CALM talking	In any potential confrontation, the first person who needs to calm down is the responsible adult. Staff must maintain personal control. Lower voice to help show that you are in control. 'Share your calm'
Distraction	Talk about something totally different (i.e. next weekend) to the child, or to another person. Bring in something personal such as, 'When I was talking to your...on the phone...' 'Did you watch the football last night?' 'Would you like a drink of water?'
Contingent Touch	Sometimes a gentle touch on the forearm, hand, shoulder, etc works wonders. Any specialised touch or stroke needs to be formalised in the pupil's plan and signed by parent/carer.
Reflective Listening	Focus on 'feeling' words.... <ul style="list-style-type: none">○ Note general content of message○ Observe body language○ Ask yourself, 'If I were having that experience right now, what would I be feeling?'○ Reflect meanings. 'You feel....because...'
Humour	'Did you hear the one about....?' 'Knock knock...'
Planned Ignoring	If it isn't upsetting anyone else... Give a child 'quiet time' with no interaction, other than reflection
Withdrawal Offered	'Why don't you go and finish that work in the library...?'
Antiseptic Bounce	Ask the child to deliver a message with 'AB' written at the top – this gives the child time out
Emphasise concern for welfare	'Are you alright? ... Show me that hurt finger...Ooh that must hurt a lot... Did you have a nice tea last night?'
Help Script	'Name, I can see you're upset/angry...I'm here to help. Come with me. You talk, I'll listen.'

Appendix 4: Individual Behaviour Plan (bespoke)

Behaviour Plan for Child X

Triggers <ul style="list-style-type: none"> Being told he cannot do or have something he wants Something happening that he doesn't want to happen e.g. an activity finishing or someone tidying up his building Misinterpreting situations/events/people's actions Not being listened to Not being in control / others making decisions for him 			
Low Level Behaviour	Medium Level Behaviour	High Level Behaviour	Recovery
What Level 1 looks like? <ul style="list-style-type: none"> Change in body language - becomes tense/grows in stature. Appearing fizzy / unsettled. Refusing to co-operate Arguing back No longer listening 	What Level 2 looks like? <ul style="list-style-type: none"> Slamming things down Throwing things. Arguing becoming more persistent - adult not able to intervene Shouting (angry tone to voice) Turns back on adults 	What Level 3 looks like? <ul style="list-style-type: none"> Lashing out at adults - slapping, hitting, kicking, nipping, hair pulling Lashing out at children- slapping, hitting, kicking, nipping, hair pulling Tipping chairs. Throwing things: Absconding Kicking the walls Slamming the cupboard doors - watching adult reaction. Shouting things at adults/children 	What Level 4 looks like? <ul style="list-style-type: none"> Turns to face the way the adult is Starts talking to adults Voice tone completely changes Begins to pick up what he has thrown/tipped
Staff actions <ul style="list-style-type: none"> Remain calm - neutral tone/facial expression Offer an explanation Outlining of expectations - visual/auditory. Giving Child controlled choice - it is this or that, you choose. Use of thinking chair/beanbag Reminders of good choices - "I think you need to..." 	Staff actions <ul style="list-style-type: none"> Encourage to sit on beanbag or chair. Remain calm - neutral tone/facial expression Reduce communication but give controlled choices - "it is this or that", you choose Wait it out Use phrases such as "I can see that..." or "When you... then I will..." Move others away from the area Maintain safe distance (unless he is at risk) 	Staff actions <ul style="list-style-type: none"> Follow him at a safe distance to maintain his safety Planned ignoring (unless absolutely necessary to engage) No verbal communication Continue to wait it out Fresh face Maintain safe distance (unless he is at risk) <p>If he:</p> <ul style="list-style-type: none"> Is dangerous If someone is hurt If he absconds out of the school playground <p>CALL for SLT using Code Red</p> <p>If you:</p> <ul style="list-style-type: none"> Have been dealing with this behaviour for excessive amount of time 	Staff actions <ul style="list-style-type: none"> Reinforce need to go to have thinking time on chair or beanbag Planned ignoring Give choices/actions for him to complete Give him space/time Encourage him to tidy up

		<ul style="list-style-type: none"> Feel a fresh face would be best for her and you <p>CALL for SLT</p>	
Child actions <ul style="list-style-type: none"> Make a choice from those given Complete work/task Listen to adults Move to beanbag/chair 	Child actions <ul style="list-style-type: none"> Make a choice from those given Keep objects on the table/floor/shelf Listen to adults Move to beanbag/chair 	Child actions <ul style="list-style-type: none"> Remain on beanbag/chair Remain in the school grounds 	Child actions <ul style="list-style-type: none"> Remain on beanbag/chair Tidy up Say sorry Complete work/task
Recovery Discuss what happened and what she can do next time. Practise calm breathing techniques.			

Appendix 5: Behaviour On a Page

Hemlington Hall: Behaviour On A Page



- At our school, children get what they need.
- How would you speak to this child if their parent was on your shoulder?
- What would the best teacher in the world do?
- It is our responsibility to stay calm: we all need to be mindful of tone, body language and intonation.
- Children who struggle to behave take more time out of lessons – don't give it to them in lessons too.

School Rules	Key Language	Key Routines	Rewards
<ul style="list-style-type: none">Be safeBe respectfulBe readyBe you!	<ul style="list-style-type: none">Show me 10.If I try, try, try, I can, can, can.I do, we do, you doKind hands, kind feet, kind words	<ul style="list-style-type: none">Consistent arrivalsLining up incl: line orderCalm movement around school	<ul style="list-style-type: none">StickersVirtue awardsSimply the bestDojo / house pointsDojo bronze/silver/gold certificatesPositive messages to parents

Stepped Sanction Approach

First Reminder: Tell the child that they are not following a school rule.

Walk away to give time for the child to correct their behaviour, without an audience.

It is a quiet and low key reminder of expected behaviours and should be given as a polite reminder.

Final Reminder: Tell the child that this is their final reminder.

Children should be fully aware of what this means and the consequences (see below) of continuing with the behaviour.

Reflection:

- Child is sent to a designated area of their own classroom
- Child spends 5-10 minutes sitting alone, in order to reflect and calm down without causing disturbance.

Where possible, they should continue with their work.

Time out:

- Child is escorted to a designated colleague (agreed in advance)
- Up to 1 hour (which may include playtime) working alone without causing disturbance (Class teacher will have a set of printed tasks ready for any child to take and complete independently, if needed)
- Recorded on CPOMS
- Parent/carer informed with discussion of what we would like to see improved.

Fresh face / Intervention:

- Child is escorted to a Senior Leader
- Up to half a day working alone without causing disturbance (which may include removal of playtime)
- Parent/carer informed
- Record on CPOMS

THE DESIRED OUTCOME IS ALWAYS THAT A CHILD'S BEHAVIOUR IMPROVES SIGNIFICANTLY AFTER THEY MOVE ONTO A STEP. WHERE THIS IS THE CASE, THE TEACHER CAN 'RE-SET'