



# Hotham Primary School

## Behaviour Policy

### Autumn 2023

<b>Ownership and Consultation</b>	
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<b>Consultation (role)</b>	Whole staff team
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We explore these core values in greater depth through our 'star values':

Our Hotham Star Values		
Respect	Responsibility	Resolve
Kindness	Honesty	Resilience
Acceptance	Generosity	Collaboration
Appreciation	Fairness	Bravery

As adults, we use the language of these values to frame our conversations around behaviour.

*“Thank you for holding the door, that is very kind of you.”*

*“If you talk when the teacher is talking, you are not demonstrating our core value of respect.”*

We encourage the children to do the same when they are reflecting on their own behaviour and that of others.

## Consistency

We believe that for our children to show us the behaviour we want, we have to model it to them all day and every day. Across the staff team, we deal with behaviour consistently. We recognise that we are all responsible for the behaviour of all children in the school.

All staff, volunteers and visitors are expected to follow our three key visible adult consistencies:

Adults build relationships with pupils **rooted in our school values**  
 Adults use **calm voices and positive body language**  
 Adults **model the behaviour they want to see**

## Responsibilities of Adults

It is vital that staff and parents in the school community work together to ensure the highest expectations and best behaviour of our children.

We do this through our school values in the following ways:

Staff		
Respect	Responsibility	Resolve
<ul style="list-style-type: none"> <li>● Caring for the safety of all children</li> <li>● Prioritising the happiness of all children</li> <li>● Being open, welcoming and inclusive</li> <li>● Demonstrating mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>● Providing limitless opportunities</li> <li>● Having high expectations of all pupils</li> <li>● Providing a balanced curriculum</li> <li>● Working closely with other professionals</li> </ul>	<ul style="list-style-type: none"> <li>● Never giving up on our children</li> <li>● Promoting our school values</li> <li>● Always providing high quality learning</li> <li>● Showing zero tolerance of bullying</li> </ul>

Parents		
Respect	Responsibility	Resolve
<ul style="list-style-type: none"> <li>● Supporting with behaviour</li> <li>● Maintaining open communication</li> <li>● Attending school events</li> <li>● Treating all staff respectfully</li> </ul>	<ul style="list-style-type: none"> <li>● Encouraging full uniform</li> <li>● Supporting attendance</li> <li>● Arriving on time</li> <li>● Using media appropriately</li> <li>● Promoting a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>● Taking an interest in my child's learning</li> <li>● Engaging with home learning</li> <li>● Attending parents evenings</li> <li>● Reading with my child daily</li> </ul>

## Expectations of Pupils

At Hotham, we expect certain behaviours from our pupils as standard:

Respect	Responsibility	Resolve
<ul style="list-style-type: none"> <li>● Perfect manners</li> <li>● Listening to others</li> <li>● Focusing on learning in lessons</li> <li>● Following instructions immediately</li> <li>● Kind words, hands and feet</li> </ul>	<ul style="list-style-type: none"> <li>● Being honest</li> <li>● Moving sensibly round the building</li> <li>● Looking after property</li> <li>● Caring for everyone in our school</li> <li>● Taking ownership of learning</li> </ul>	<ul style="list-style-type: none"> <li>● Driven to achieve best learning</li> <li>● Never giving up</li> <li>● Keeping an open mind</li> <li>● Contributing to school life</li> <li>● Attending school regularly, on time</li> </ul>

When appropriate, these examples of positive choices should be **acknowledged** by staff. For example, *"Thank you. You are demonstrating excellent listening, just as we expect"*.

We **praise** 'above and beyond' behaviours in line with our Star Values. These might include:

- ✓ Unprompted acts of kindness
- ✓ Exceptionally hard work
- ✓ Demonstrating courage in the face of adversity

Making this differentiation explicit is very important to help children understand our high expectations for behaviour. They are a way for children to be able to tell the difference between when they have done something that we expect and when they have done something exceptional.

### Brilliant Learners - our approach to developing executive functioning skills

'Brilliant Learners' enables children to have an understanding of key learning behaviours, to develop these and to develop a meta-cognition and executive functioning skills which will help them to be successful. The aspects of Brilliant Learners are discussed, articulated, experienced and reflected on through lessons and activities at the start of the academic year. Throughout the year, the Brilliant Learners language and prompts (e.g. posters in every teaching space) are used to target, recognise and celebrate children's development as Brilliant Learners.

## Praise

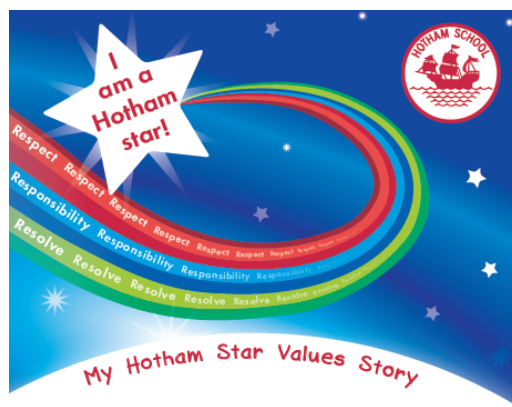
Our overall aim is for children to develop the ability and motivation to regulate their own behaviour. Praise can be used to encourage this process. We believe that praising children raises their self-esteem, helps them to learn to accept praise with good grace, enables them to appreciate their strengths and helps them to recognise the success of others. This, combined with the school's ethos and approach to learning, helps them to become positive members of society.

We praise children in the following ways:

- ✓ Verbally
- ✓ Good news shared with parents
- ✓ Name moved up on the Behaviour Diamond
- ✓ Star Values Points
- ✓ Contribution towards class gem jar
- ✓ Star of the Week
- ✓ Golden values badge
- ✓ Praise Postcard

### Star Values Points (Year 1-Year 6)

Star Values Points are used to praise children individually when they have gone over and above our expectations. All children have a 'Star Values Story' book in which they collect points towards each of our star values.



For each of the star values, pupils aim to collect 10 stickers. Any member of staff can award a star point sticker for exceptional behaviour, making it explicit which value the child has demonstrated. The child uses their story book to write down the reason they were awarded their star point.

In ....., I learnt to celebrate our differences.

What does acceptance mean? Tick off each example below. Write down the other ways you showed acceptance in the spaces below:

<input type="checkbox"/> Accepting differences.	<input type="checkbox"/> _____
<input type="checkbox"/> Recognising other points of view.	<input type="checkbox"/> _____
<input type="checkbox"/> Showing forgiveness.	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

..... listens respectfully to other people's ideas.

When children have successfully collected the 30 stickers within each core value (for example, within respect, they have 10 stickers for kindness, 10 for acceptance and 10 for appreciation), they are awarded a values badge in assembly. The aim is to collect all three badges for respect, responsibility and resolve.

In Early Years, when children go above and beyond our expectations, children are awarded a Star Sticker (a different colour for each core value), which they wear on their jumper for the remainder of the day.

## Gem Jars

Class Gem Jars give children the opportunity to contribute to a collective class reward. They foster teamwork and the importance of collaboration. The class collects marbles in the class jar through the term – once the jar is full, the class earn a collective reward.

The reward should be chosen collectively by the class and should be a constructive team-building activity, for example:

- ✓ Parachute games in the hall
- ✓ Treasure hunt
- ✓ Special activity in the secret garden
- ✓ A games afternoon (e.g. board games)
- ✓ Games activity session (e.g., circuit games)
- ✓ Bringing scooters in
- ✓ Craft activities
- ✓ Quiz

To ensure consistency across the school, staff should follow the same principles when awarding marbles.

- ✓ **One** gem per day – children have, on the whole, met expectations
- ✓ **Two** gem per day – children have met or exceeded expectations
- ✓ **Three** gem per day – a rare reward for an excellent day of exceeded expectations

Gems can be awarded during the day – staff do not have to wait until the end of the day. Please remember that, once earned, gems should never be taken away.

## Star of the Week

Each week, one child per class is nominated as Star of the Week, for demonstrating our school values particularly well. This is celebrated in a weekly whole school assembly on a Friday. It is our hope that all children will experience being Star of the Week across the school year.

## Praise Postcard

Staff will write a Praise Postcard to inform parents when they are especially pleased about how a pupil has behaved or attempted a task.

## Golden Values Badges

The ultimate Hotham award are Golden Values Badges which are awarded by the Headteacher for a truly exceptional display of the school values. Parents are invited to assembly to watch these badges be awarded.

## Sanctions

We have clear and consistent stepped sanctions in the event that a child shows us unwanted behaviour. **It is very important that the person who witnesses or deals with any unwanted behaviour carries out the sanction, wherever possible.** This ensures that relationships are consistent, and empowers all staff to be valued and respected by the pupils in an equal way.

If a child shows us unwanted behaviour, staff will work through the following stepped sanctions:

1. Non-verbal reminder
2. Verbal reminder
3. Verbal warning
4. Last verbal warning – name moved down on the Behaviour Diamond if no improvement
5. Appropriate sanction

6. Pupil is asked to move to another classroom
7. Phase Leader provide support
8. Senior staff provide support

Restoration should follow all sanctions.

**The Power of Language:** At Hotham, we choose language very carefully when dealing with behaviour. The language that we use can have a profound impact on our children, and it is important that we always make it clear we are commenting on the child's behaviour, not them as a person. We also refer to our shared school values at all times.

### 1) Non-verbal Reminder

Our first step if we spot unwanted behaviour is to alert that child that we'd like them to stop using non-verbal cues (no words). This may mean making eye contact with them, a brief shake of the head, the teacher repositioning themselves to be closer to that pupil in the room. It does not impact anyone else and is a signal to the pupil in question that staff would like them to alter their behaviour. If a non-verbal reminder is difficult for the child to notice then the adult will need to use a verbal reminder.

### 2) Verbal Reminder

Brief reminder e.g. *"Please remember to stay in your seat"; "Concentrate on your learning please."*

### 3) Verbal Warning

If a child does not respond to a non-verbal warning / brief verbal reminder, staff will give a Verbal Warning. Staff will remind the child which value they are not upholding and ask them to stop. eg *"X, you are distracting others which isn't fair on them. Please turn around and focus on your writing."*

### 4) Last Verbal Warning and name moved down on Behaviour Diamond

If a child continues to show unwanted behaviour after a verbal warning, staff will offer a Last Verbal Warning e.g. *"X, this is your last warning, please move your name down on the diamond"*. The child will then be given time to alter their behaviour.

### 5) Appropriate sanction

If the pupil does not make the right behaviour choice after moving down on the diamond then they will be given a sanction. Staff should use their professional judgement to choose an appropriate sanction. In some instances, it might be acceptable to ask children to suggest one themselves. Please see the appendix for a list of appropriate sanctions related to different behaviours.

Where staff are working in a team (for example, if a TLA is working with a teacher in a classroom), they should feel comfortable to discuss the behaviour with each other if appropriate and agree the best course of action.

Staff should speak to pupils using language of our school values when discussing sanctions – see suggested script below.

*You were not showing the value of respect / responsibility / resolve.*

*You have chosen to... miss playtime minutes / move to a different table etc.*

*Last week / yesterday / earlier, you were being incredibly respectful/responsible/ showing resolve by / when....*

*That is what I'd like to see today.*

*Thank you for listening.*

### **Phase Leader support**

In some instances, class teachers may decide that they need the support of a phase leader. It may be appropriate for a child to spend some time away from their class (e.g. with the phase leader, or another class in the phase). If there is any further consequence, this must be agreed in collaboration with the member of staff who initially dealt with the behaviour.

### **Senior staff called (Assistant Headteacher, Deputy Headteacher, Headteacher)**

Some instances of behaviour may be deemed so serious that they result in immediate withdrawal from class. In these situations, or if staff have progressed through all other steps in the policy, senior staff should be called to assist and agree the next form of action.

### **Restoration**

This is a key step. After any sanction is given, staff will find a moment to 'check in' with the child. It may be to acknowledge that they changed their behaviour. It may be to note that this is out of character and check that they are alright. Restoration helps to maintain positive relationships between school staff and pupils and is vital in supporting children to make better behavioural choices.

## **Communication with parents**

Staff help children to behave in line with our values in collaboration with parents. For this reason, effective communication is vital.

Staff should adhere to the following guidelines when communicating with parents:

- ✓ Keep it positive where possible;
- ✓ Keep communication continuous – nothing should be a surprise;
- ✓ Pre-empt any issues if possible;
- ✓ Ensure parents are informed of more serious behaviour incidents as quickly as possible;
- ✓ Try to keep the majority of communication in person or by telephone;
- ✓ When possible, conversations should not happen in the playground – a telephone call or appointment should happen instead

## **Behaviour Monitoring**

All incidents categorised as amber or red behaviour (see appendix) are recorded on CPOMS. Incidents should be tagged appropriately so that the correct staff are alerted and can view the incidents. This is the same procedure for any playground behaviours, and there are staff iPads available for playground staff to record incidents.

Where children are demonstrating regular unwanted behaviour, or there are concerns that this is increasing, we monitor behaviour as follows.

### **1. Five incidents of unwanted behaviour in rolling six-week period / Concern about increase**

- Class Teacher contacts parent to discuss behaviour (can be a phone call)
- Class Teacher begins ABC chart to track patterns in behaviour – this should be uploaded to CPOMS weekly
- Identify possible support which could help to improve behaviour
- Letter 1 (see appendix) sent home



## **2. Behaviour continuing after two weeks, despite support**

- Formal meeting with parents to discuss behaviour – Class Teacher, Phase Leader attend
- Targets set and behaviour contract signed
- Letter 2 (see appendix) sent home

## **3. Behaviour continuing after two weeks, or serious deterioration**

- Formal meeting with parents to discuss behaviour – Assistant Headteacher/ELT attend
- Formal support considered – e.g. referral to Victoria Drive, CAMHS
- Letter 3 (see appendix) sent home

## **Suspensions and exclusions**

There may be occasions where a pupil exhibits behaviour which persistently goes against our behaviour policy. In these situations, a formal exclusion may be necessary.

### **Suspension (Fixed-Term Exclusions)**

At Hotham we believe that no one person has the right to prevent children from learning and teachers from teaching. If a child behaves in a way which seriously undermines others' rights to learn and be safe, then they may need to be suspended from school for a short period of time. The length of the suspension is the decision of the Headteacher, or any member of the ELT in the absence of the Headteacher. In these instances, parents will be called immediately to collect their child from school. The parents will be given work for the child to complete during the period of the suspension. On the child's return to school we ask parents to attend a reintegration meeting, with the child and Headteacher.

### **Permanent Exclusion**

On some occasions, and if all other avenues of support have been exhausted, a child may ultimately be excluded permanently from Hotham. In these instances, we will follow all local and national guidance.

This guidance stipulates that a decision to exclude a pupil permanently should be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude permanently is for a Headteacher to take, however there is an appeals process should parents disagree with this decision.

## **Behaviour and Special Educational Needs**

Whilst some difficult behaviour may be linked to a child's Special Educational Needs, some may constitute a Special Need in itself. The behaviour policy may not apply in full to children in this situation, and in its place, the child may have an individual Behaviour Support Plan or Individual Educational Plan drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator (SENCo) and parents. Some children who have special behavioural needs will be given a target that will support that child to make appropriate choices. With serious concerns and with agreement of the parents, advice and support may be sought from the school Behaviour Support Service.

## Behaviour Outside of School

As Hotham children, we expect our pupils to represent the school with pride, wherever they are. This includes during school trips, residential trips, swimming lessons and sports competitions. Failure to demonstrate the school values during these times will also result in sanctions being applied.

Children travelling to and from school, especially those in Year 5 or 6 who may travel alone, are also expected to adhere to our behaviour expectations and we appreciate parental support with this matter.

## Bullying

We define bullying as: 'repeated or continual abusive behaviour which may be emotional or physical'

Bullying is not tolerated at Hotham Primary School. All members of our school are made aware that bullying is unacceptable and we work hard to help children to understand what bullying is and what to do if it occurs.

Bullying may include hitting, kicking, name-calling, discrimination based on gender/race/sexuality, taunting, intimidation, excluding people from groups and threatening them. It also includes repeated teasing, spreading rumours and cyber-bullying (bullying via email, social networking sites or texts for example). Occasional unkind behaviour will not be regarded as bullying and will be subject to normal sanctions for misbehaviour.

Instances of bullying will always be thoroughly investigated and treated with the utmost seriousness. If substantiated, bullying will be treated as 'red behaviour' and may result in:

- Child off playground for multiple days
- Formal communication with parents
- Internal exclusion
- External exclusion

Wherever possible we will take a restorative approach to ensure that the situation is resolved in the longer-term. A restorative approach involves perpetrators of bullying focusing on their unacceptable behaviour in an emotionally intelligent way. It also ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Victim and perpetrator are listened to and encouraged to be as truthful as possible feeling confident that their honesty will be valued. The children are encouraged to take turns, to take responsibility for their own actions and as necessary consider which subsequent actions would be appropriate. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends in the longer-term.

## Appendix 1 – Behaviour Policy Summary



### Behaviour Policy Summary



Our Hotham Star Values		
Respect	Responsibility	Resolve
Kindness	Honesty	Resilience
Acceptance	Generosity	Collaboration
Appreciation	Fairness	Bravery

- use the language of these values to frame conversations around behaviour

#### 😊 When you make the right choices:

verbal praise	name moved up diamond	gem jar
postcard home	star of the week	star values points
golden values badges		

#### 😞 If you continue to make the wrong choices:

↓	Non-verbal reminder	no further action if you make the right choice
↓	Verbal reminder	no further action if you make the right choice
↓	Verbal warning	no further action if you make the right choice
↓	Last verbal warning & move name down	no further action if you make the right choice
↓	Appropriate sanction (record on Cpoms)	time out/missing playtime/lunchtime then restoration parents are told after 5 incidents
↓	Go to another classroom	Parents informed - see policy
↓	Support from Phase Leader	Parents informed - see policy
↓	Support from Asst / Deputy / Headteacher	Parents informed - see policy

## Appendix 2 – Behaviour Diamond

Displayed in all classrooms from EYFS to Y6, the Behaviour Diamond is used to serve as a visual reminder to children of their demonstration of the school values.

Children start each session (morning, after break and after lunch) in the centre of the diamond. If a child goes above and beyond our expectations, they are moved up to the top section. This indicates that if they continue, they may receive further praise. If they receive a warning, their name is moved down, giving them a chance to change their behaviour, when they are moved back to the centre.

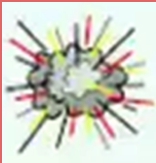






## Appendix 3 – Self-Regulation

We encourage children to take ownership for their own behaviour, and to self-regulate wherever possible. Emotional self-regulation can be defined as the ability of a child to separate their emotional response to a problem from the thinking they must perform to resolve the problem.

Staff can use the 5-point scale as a visual system that can help to organise a child's thinking when working through difficult emotional moments. It also provides pupils and staff with suggested ways of managing emotions to enable children to achieve an emotional state which enables them to learn again.

We actively teach children about the 5-point scale, what the different emotions feel and look like, and how children can resolve them. Stories are used to explore emotions and strategies in EYFS and KS1. Resources on the Reflection Table also support children to self-regulate.

	Feels like	Looks like	Ways of managing
<b>5</b>		Rage Furious Explosion Blown a fuse Out of control	Go to a quiet space Take deep breaths Squeeze your hands Think about positive things Take yourself away from conflict
<b>4</b>		Angry Scared Annoyed Very worried Frustrated	Write it down Count to ten Ask an adult for help Take deep breaths Move to the Reflection Table
<b>3</b>		Nervous Worried Anxious Distracted Jittery	Think of a calm place Ask to take a break Talk to an adult Read a story Draw your feelings Take some deep breaths Imagine being in your favourite place Imagine the worry as something tiny
<b>2</b>		Happy Joyful Good Calm Relaxed	Keep it going and have a great day! Help a friend who isn't – spread the joy Tell someone what has made you happy
<b>1</b>		Sleepy Unwell Grumpy Tired Hungry Sad	Have a drink of water Tell an adult you are hungry Stretches Sensory break Listen to story Find a friend who you know makes you feel happy Find a quiet space Take jumper off

## Appendix 4 – Suggested Sanctions Chart

Staff should use their professional judgement to choose an appropriate sanction. In some instances, it might be acceptable to ask children to suggest one themselves. Amber and Red behaviour should be recorded on CPOMS and tagged appropriately.

	CLASSROOM	PLAYGROUND	SUGGESTED SANCTION
<b>YELLOW</b>	Off task behaviour Disturbing others Poor behaviour for learning	Rough play Unkind/inconsiderate e.g. pushing in to line	Verbal warning Monitor behaviour
<b>AMBER</b>	Repeated yellow behaviour Answering back Rudeness Refusal to engage in learning	Repeated yellow behaviour Rudeness Pushing Name calling Inappropriate language	Time out Missing playtime/lunchtime Informal communication with parents Period of time in another classroom
<b>RED</b>	Repeated amber behaviour, after sanction Swearing Fighting Leaving class without permission Discriminatory behaviour	Repeated amber behaviour, after sanction Swearing Fighting Aggression/violence Bullying/intimidation Leaving school grounds Vandalising property Discriminatory behaviour	Off playground for multiple days Formal communication with parents Internal exclusion External exclusion

## Appendix 5 – Home School Agreement

Parents and children indicate their agreement when submitting their pupil data on entry to the school.

### Hotham Primary School Home School Agreement



As part of the Hotham community, we agree to uphold our core values in the following ways:

	<b>Respect</b>	<b>Responsibility</b>	<b>Resolve</b>
<b>Child</b>	Perfect manners Listening to others Focusing on learning in lessons Following instructions immediately Kind words, hands and feet	Being honest Moving sensibly round the building Looking after property Caring for everyone in our school Taking ownership of learning	Driven to achieve best learning Never giving up Keeping an open mind Contributing to school life Attending school regularly, on time
<b>Parents</b>	Supporting with behaviour Maintaining open communication Attending school events Treating all staff respectfully	Encouraging full uniform Supporting attendance Arriving on time Using media appropriately Promoting a healthy lifestyle	Taking an interest in my child's learning Engaging with home learning Attending parents evenings Reading with my child daily
<b>School</b>	Caring for your child's safety Prioritising your child's happiness Being open, welcoming and inclusive Demonstrating mutual respect	Providing limitless opportunities Having high expectations of all pupils Providing a balanced curriculum Working closely with other professionals	Never giving up on our children Promoting our school values Always providing high quality learning Showing zero tolerance of bullying

## Appendix 6 – ABC Monitoring

The ABC chart can be used to record behavioural concerns.

- A stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- B refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- C refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about the other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns.

Day, date and time	Antecedent	Behaviour	Consequence	Notes



## Appendix 7 – Behaviour Contract

### Hotham Primary School Behaviour Contract

<b>Name of child</b>	
<b>Class</b>	
<b>Date of meeting</b>	
<b>Present at meeting</b>	

<b>What are we worried about?</b>
<b>Actions for school</b>
<b>Actions for parents</b>

<b>Daily targets</b>

*I understand this behaviour contract and agree to my actions*

School: \_\_\_\_\_

Parent: \_\_\_\_\_

Child: \_\_\_\_\_

<b>Review date:</b>	
<b>Review comments</b>	

## Appendix 8 – Letters

The following letters should be sent to parents following formal meetings to discuss behaviour.

### Letter 1 – Five incidents of unwanted behaviour in half term / Concern about increase

Dear <parents' names here>

Thank you for speaking with me this week to discuss your child's behaviour.

As I discussed, I have a number of concerns about your child's behaviour, and would like to work with you to help this to improve. I have become concerned because <description of behaviour here>

I have agreed to put the following things in place to help your child's behaviour to improve:

- ABC behaviour monitoring to record incidents and any identify patterns
- <Other support here>

You have agreed to do the following to help your child's behaviour to improve:

- <Agreed actions here>

As you know, we have high standards of behaviour at Hotham, and if we do not see an improvement over the next two weeks, we will need to move to the next stage of our behaviour policy. This will require a formal meeting with the phase leader.

I would like to thank you for your support, and look forward to seeing an improvement in your child's behaviour over the coming days.

Yours sincerely,  
<Class Teacher>

### Letter 2 – Behaviour continuing after two weeks, despite support

Dear <parents' names here>

Thank you for meeting with the class teacher and myself this week to discuss your child's behaviour.

As I discussed, we have growing concerns about your child's behaviour, and need to ensure that this improves as soon as possible. We are becoming increasingly concerned because <description of behaviour here>

We have put in place a contract with specific targets to help your child's behaviour to improve. Please see a copy of this contract attached to this letter.

As you know, we have high standards of behaviour at Hotham, and if we do not see an improvement over the next two weeks, we will need to move to the next stage of our behaviour policy. This will require a formal meeting with a member of the Leadership Team.

I would like to thank you for your support, and look forward to seeing an improvement in your child's behaviour over the coming days.

Yours sincerely,  
<Phase Leader>

### Letter 3 – Behaviour continuing after two weeks, or serious deterioration

Dear <parents' names here>

Thank you for meeting with me this week to discuss your child's behaviour.

As I discussed, I have serious concerns about your child's behaviour, and need to ensure that this improves as a matter of urgency. Our concerns are serious because <description of concerns here>. This behaviour is a serious violation of our school behaviour policy – see attached.

In our meeting we agreed that:

- <Action here>
- <Action here>

As you know, we have high standards of behaviour at Hotham, and if I do not see an improvement urgently, I may have to consider <case specific consequence here>.

I would like to thank you for your on-going support, and look forward to seeing an improvement in your child's behaviour as a matter of urgency.

Yours sincerely,  
<ELT Member>

## Appendix 9 – Positive Handling & Physical Intervention

Our stance on Positive Handling and Physical Intervention is in line with Wandsworth guidelines.

### Summary

Staff have a 'duty of care' to all pupils. If a pupil is becoming a danger to themselves or others, we cannot do nothing. Clearly, our first line of approach will always be verbal, using a variety of de-escalation techniques, interventions and instructions.

Where these have not worked, there may be the need to intervene physically to stop someone putting themselves or others in danger. Examples of these could be:

- A child running towards a busy road
- An angry child about to hurt someone
- A serious fight
- A child damaging school property

Where this might happen the intervention must be using minimal force, and only enough to stop the incident. More information can be found in the government guidance, 'Use of Reasonable Force in Schools' (2013). The child must be made aware of what is going to happen if the situation does not stop. In an escalating or dangerous situation, reasonable, calm and considered responses could be:

- Blocking a pupil's path
- Holding, pushing or pulling away from the incident
- Leading by the arm
- Guiding pupil away with hand in centre of the back

### Definition

Positive and protective handling refers to the application of reasonable force with the intention of protecting a child from harming him/herself and/or others or seriously damaging property. Positive and protective handling techniques should be used rarely and exceptionally, as a last resort when other courses of action have failed, or in extreme emergency circumstances when there has been no opportunity to employ agreed strategies. Staff should always use the minimum degree of intrusion or intervention required. Positive Handling, or 'the use of reasonable force' does not authorise the use of corporal punishment. The use of physical interventions must never be used as a punishment and always be a last resort. The use of physical interventions should only be considered within the context of risk, be proportional to that risk and appropriate given the age, understanding, gender and size of the child or young person.

### Legal Framework

An employee may have lawful excuse for the use of positive handling if:

- Preventing a child or young person causing harm to themselves
- Preventing a child or young person committing a criminal offence
- Preventing the child or young person causing harm to another person, this may include other staff, adults, volunteers or members of the public.
- Preventing any behaviour which is prejudicial to the maintenance of good order and discipline.

(Section 93 Education and Inspections Act 2006)

In respect of schools, the Education Act 1996 allows teachers to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised

by the Headteacher to have control or charge of pupils. Those might include teaching assistants, primary helpers, midday meal supervisors, education welfare officers, escorts, premises officers or voluntary helpers.

All staff in school are provided with appropriate levels of training. Training provided should cover ways of avoiding or defusing situations in which physical intervention might become necessary, as well as training in appropriate methods of physical intervention.

### **Physical Intervention**

Types of physical intervention which may be employed include:

- Passive physical contact, e.g. standing between children to prevent physical interaction between them; blocking a child's path
- Active physical contact, e.g. leading a child by the hand or arm; ushering a pupil away by placing a hand in the centre of the back; holding a child to stop them from running away
- Restrictive holds – training should be given to staff about appropriate techniques to use

If physical intervention is used it is important to ensure that:

- The force used was commensurate with the risk presented
- The child was restrained for the shortest time possible until calm, or until the risk of harm had reduced significantly
- Account was taken of the particular characteristics of the child, including any special or additional needs he / she may have

### **Preventative Strategies**

Although preventative measures may not always work, there is a need to ensure that behaviour management strategies and de-escalation techniques are known and understood by staff and consistently applied.

The following measures will help:

- Developing effective relationships between staff and children and the creation of a calm, orderly and supportive environment that minimises the risk and threat of violence of any kind and where children, young people and staff feel safe and secure
- Adopting an approach which develops social and emotional skills – in schools the SEAL programme provides a structure and curriculum materials for helping children develop skills such as those necessary to manage strong feelings
- Taking a structured approach to staff development that helps all staff to develop skills around positive behaviour management and managing conflict
- Having an ethos which enables staff to support each other during and after an incident
- Recognising that challenging behaviours are often foreseeable and can therefore be avoided or deflected - effectively managing individual behaviours – it is important to communicate calmly with the child, using non-threatening verbal and body language and ensuring the child can see a way out of the situation
- Monitoring and evaluating behaviour and continuing to review interventions accordingly
- Working closely with parents and carers and encouraging effective and consistent support from families
- Involving children and young people in their plans, listening to their views and taking these into account as much as possible
- Avoiding getting “locked into” confrontation with a child in which neither child nor adult can “back down” - avoiding the use of sarcasm or demeaning or derogatory comments

- Having a variety of strategies which will assist in calming a situation; e.g. use of a quiet space/ room; removing the child from an “audience”; listening to the child’s point of view; involving a key adult with whom the child has a positive relationship etc.
- Using warnings, within a clearly understood structure, so that the child knows that his/ her actions have a consequence and that if he/she fails to respond physical intervention may have to be used
- Assessing the reasons why children and young people use particular challenging behaviours - ensuring access to appropriate professional support for children and young people

As part of an effective strategy for supporting positive behaviour and preventing an incident escalating staff members should:

- Actively foster a positive relationship
- Be familiar with and identify early warning signs
- Call for assistance from other members of staff, and alert senior member of staff
- Talk to the young person
- Be sensitive, flexible and consistent and patient
- Appear calm, keeping the pitch, volume and pace of their speech down
- Feel confident that they are in control and that they will manage the situation through to a peaceful conclusion
- Stay close to the young person, to one side, about an arm’s length away. Give more space if needed.
- Stay seated as long as the young person does: avoid ‘crowding’
- Remove other young people from the immediate area
- Use strategies that have been successful before
- Attempt to divert the young person or diffuse the situation
- Encourage the young person to make positive choices and develop self control
- Give clear directions for behaviour to stop
- Remind them about rules and likely outcomes
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Guide or escort pupils to somewhere less pressured
- Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary

## **Recording**

Any incident involving Positive Handling or Physical Intervention must be reported fully in writing to the headteacher at the first opportunity, preferably the same day and never more than 24 hours after the incident. We use CPOMS to record incidents – these should be completed as normal and tagged ‘Restraint Used’.

## Appendix 10 – Anti-Racism

Like bullying, racism can exist in any school. Although it is rare at Hotham, we will not tolerate any form of racism, and we are committed to the development of a culture of acceptance and anti-racism, in line with the school values.

We define racial discrimination or racism as when someone is treated differently because of their race, ethnicity, nationality or colour.

This can take many forms, including, but not limited to:

- Derogatory name calling
- Insults and racist jokes
- Insulting slurs
- Persistent teasing
- Ridicule of an individual for cultural differences e.g. food, dress etc
- Physical Assault linked to difference
- Excluding from activities
- Refusal to cooperate with others
- Humiliation
- Racist graffiti
- Provocative behaviour (e.g. wearing racist insignia)
- Bringing racist materials such as leaflets etc into school
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons

As a school, we aim to:

- Build a culture of acceptance where racism is totally unaccepted by all
- Actively teach children about acceptance, difference, and discrimination through our PSHE curriculum, assemblies, and across the wider curriculum
- Raise awareness and confidence of children, parents and staff, to enable racism to be detected and reported whenever it happens
- Ensure a consistent approach to dealing with racism
- Safeguard the rights of all individuals to feel safe, secure and happy

Any reported incidents of racist behaviour will be dealt with promptly, thoroughly and fairly. We always fully investigate any reports of racist behaviour.

When addressing incidents, we:

- Address the issue there and then, where appropriate
- Obtain and record clear account of the incident from all involved and record this as per this behaviour policy
- Speak to all concerned and record the incident, where appropriate
- Issue sanctions, where appropriate, in line with this policy
- Keep parents informed throughout

Where appropriate, pupils who have been affected by racism may be supported by:

- Offering an opportunity to discuss the experience with an appropriate staff member
- Reassuring the pupil
- Offering continuous support
- Restoring self esteem and confidence

- Offering the opportunity for mediation and conflict resolution
- Giving confidence that any individual or wider issues are being actively addressed by the school

Where appropriate, pupils who have instigated racism may be helped by:

- Discussing what happened
- Discovering how and why the pupil behaved in the way they did
- Establishing the wrongdoing and need to change
- Informing parents/carers to help change the attitude of the pupil
- A sanction to ensure they understanding the seriousness of their action



## Appendix 11 – Searching, Screening and Confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This includes searching an electronic device if it is suspected that the device holds illegal or prohibited material.

If staff suspect a pupil may be in possession of a prohibited item they should speak to the headteacher immediately who will decide on the most appropriate course of action.

We always follow the guidance set out in the DfE's guidance on searching, screening and confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The prohibited items which may require authorised staff to search, screen or confiscate include:

- Knives and weapons
- Dangerous toys or items
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Dangerous or inappropriate toys or items
- Inappropriate imagery or written materials (e.g. racist, discriminatory or harmful)