



## **Behaviour Policy Hamble Primary School September 2025 – September 2026**

*This policy should be read alongside our school aims, which are based on the Convention on the Rights of the Child and Oxfam's definition of a Global Citizen. This policy also sits alongside our Safeguarding Policy and Child Protection Policy with reference to harmful behaviours, child-on-child abuse and the recognition that behaviour may be a form of communicating that a child has experienced abuse.*

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| <b>Name of School</b>              | Hamble Primary School |
| <b>Date of Policy Review</b>       | September 2025        |
| <b>Date of Next Review</b>         | September 2026        |
| <b>Name of Responsible Manager</b> | Mrs Claire Hewitt     |
| <b>Name of Headteacher</b>         | Mrs Claire Hewitt     |

### **Introduction**

As our school aims are based upon the United National Convention on the Rights of the Child, Hamble Primary seeks to promote behaviour based on mutual respect between all members of the school community. Staff encourage the highest standards of behaviour both within classroom settings and around the school. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a positive behaviour management system.

Class teachers and additional staff offer individual support to pupils who experience emotional/behavioural difficulties. Whenever possible, this support happens within the classroom environment.

The school's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils - especially those who experience emotional/behavioural difficulties. Differentiated teaching, mutual respect and effective classroom management build and maintain good relationships between staff and pupils.

We recognised that emotional and behavioural difficulties may take many forms. Where possible the causes of the emotional/behavioural difficulties will be determined and strategies put in place to support children, and staff, as required. This follows our belief that behaviour is communication, and we will also seek to establish the cause of the behaviour.

We recognise that clear boundaries, and the respect of pupil voice within the classroom and school environment, encourage mutual respect and foster self-responsibility in the pupil. We acknowledge that

if a child is involved in the setting of boundaries and goals for behaviour they are much more likely to be motivated to achieve these. Through class, school council and Junior Leadership Team meetings the children are involved in behaviour reviews. Class Charters are set up, with the children, within each classroom at the start of each academic year.

Close liaison with all concerned individuals and agencies, for example, parents, teachers, Primary Behaviour Support, Schools Psychological Service, and Children's Services can be essential for effective modification of the pupil's behaviour. We aim to make best use of all of these services as required. Parents will be informed of any specific individual behaviour plans that a child may have to support them.

**Our School Behaviour Principles** aim to support the achievement of our School Aims (which can be found on our school website)

As a school we will:

- Encourage and support children to have high expectations of their own behaviour
- Emphasise that everyone has rights as specified in the UNCRC and support children to behave in ways that respect these rights, working as part of the school community to facilitate them for all other pupils.
- Encourage a calm, supportive and purposeful atmosphere, both within and outside of classroom areas.
- Develop and support positive attitudes towards others where achievements at all levels are recognised and valued.
- Raise awareness of appropriate behaviours and promote these through positive reinforcement, ensuring that all pupils are aware of the behaviour expectations for our school.
- Strive to ensure that all pupils come to school without the fear of any form of 'bullying behaviour'.
- Value Pupil Voice, for example, through School Council and Junior Leadership Team meetings, ensuring that all pupils across the school have the opportunity to contribute to aspects of school life. All pupils will have the opportunity to contribute to their Class Charters at the beginning of each academic year.
- Enable staff, where necessary, to ensure that individual behaviour needs can be supported swiftly and effectively.
- Work with parents and external agencies when required to support individual behaviour support as necessary.
- Have a consistent approach to behaviour throughout the school, with the understanding that expectations may be different for different pupils.
- Ensure that our planned PDL curriculum ensures that there are opportunities for children to discuss and consider aspects linked to all areas of discrimination, bullying and British Values. Fundamentally, it will promote the universal rights of each child, ensuring that all members of our school community are promoting these and facilitating them to ensure these unconditional rights.
- Ensure that children are taught about The Equality Act and that they know that no instances of discriminatory behaviour will be tolerated.

### **Health Related Causes of Emotional/Behavioural Difficulties**

Where health related causes have been identified as a trigger for behavioural issues, advice will be sought from the appropriate professional body.

**The Class Teacher** has primary responsibility for pastoral care. This includes:

- giving verbal rewards and support with the maintenance of positive and appropriate behaviours;
- identifying children who are behaving out of character and liaising with additional staff as Appropriate;
- looking for signs of distress and upset, and passing this information on as appropriate.

Through talking and listening to children, suspected occurrences of non-accidental injury or child abuse could possibly be picked up and should be immediately reported to the Headteacher (DSL) for further action (see Safeguarding/Child Protection Policy).

### **How do we recognise positive behaviours?**

At Hamble Primary School we aim for verbal positive reinforcement and a sense of personal achievement and pride to be the reward of highest value. In line with this we also run the following positive behaviour rewards:

#### **Celebration Certificates**

Each week a small number of children from each class are selected to receive a certificate for representation of one of our school values. These certificates are awarded as part of our Celebration Assembly. Parents are invited in to see with children receive these.

#### **House Points**

A House Point can be given to any child who displays learning behaviours 'above and beyond' the school Behaviour Expectations. House Points can also be given to a child who shows outstanding thoughtfulness or support towards another member of our school community. These are gathered collectively and totals shared during Celebration Assemblies. At the end of each half-term there is a reward for the children in the house that has collected the most House Points over that half-term.

For further information please see 'Celebrating Success at Hamble Primary' available on the school website.

We do not give out sweets or small gifts as rewards.

Some children may have an individual reward system as part of a behaviour plan.

### **What if a child is not following our Expectations for Behaviour?**

**When referring to expectations, we summarise these under 3 headings: Safety, Learning and Language.**

Where a child is not showing the behaviour we would expect for these, the following actions will happen:

- The issue will be raised with the child, by the adult witnessing the behaviour, using clear and consistent language. This will generally be a discussion during break time, when the child might also complete any work missed. The primary objective for this is to establish why the child was unable to complete the work / participate fully in the session as expected.
- If the behaviour occurs at break or lunchtime, the child should be asked to stand with an adult for a short time while they can discuss how the behaviour expectations have not been met.
- Where necessary, incidents will be discussed with other children involved to establish a wider picture.
- Where possible we encourage and facilitate children to try to resolve disagreements themselves.
- We encourage children to take responsibility for their own behaviour and will encourage an apology if appropriate.
- If a child does not respond to the intervention strategies of the class teacher, or the behaviour choice is considered more serious, this will be dealt with by the Learning Leaders for each year team, moving on to the further involvement of senior staff and parents as appropriate.
- Punishment of a whole group is strongly discouraged as this would not be in-line with our school ethos. Collective 'punishment' is not supported by the Behaviour Policy.
- If required an Individual Behaviour Plan will be written in conjunction with the child, parents and any supporting outside agencies, such as the Primary Behaviour Service.
- Cases of severely inappropriate behaviours may result in a suspension from school. We will follow our Suspension and Exclusion Policy and DFE / LA guidance. This would always be seen as a last resort. We may make use of 'time out of class' for the child or an internal exclusion if this was felt to be a more suitable alternative.

All actions taken by members of staff will be appropriate to the developmental age and stage of the child.

### **What is not tolerated?**

- Physical aggression
- Fighting
- Bullying

- Racism, or discrimination of any kind
- Vandalism / deliberate damage to property
- Sexual violence or sexual harassment

Where one of these occur senior members of staff will be involved and parents will be informed. Personal support programmes may be put in place, which may include the involvement of outside agencies. There may be a suspension – lunchtime/temporary/permanent/internal/external. Personal time, such as playtimes may be removed for a period of time. The school acknowledges that some of these behaviours may occur online and follow the same procedures accordingly. Where a behaviour incident has occurred outside of school, the school will work alongside parents or outside agencies where appropriate. Where a behaviour reaches the harm threshold (Safeguarding Policy), a referral will be made regardless of where the incident took place.

### **Adult Behaviours**

We always aim to work from the positive, recognising that behaviours are often a result of an underlying issue or need. When dealing with behaviour we recognise that the impact of our words can be long-lasting, we will always try to remain calm in our approach and acknowledge that children may not always be ready to talk. We recognise that the behaviour of the adults in the school has the biggest impact on the behaviour of the children. Adults must be consistent. We recognise that children will rise to the expectations that are reinforced and expected by the adults around them. We also recognise that we need to model behaviours such as compassion, respect, empathy, listening and compassion if this is what we want to see reflected back in our children. We need to be living our school values of Aspiration, Belonging, Courage, Respect and Trust in our daily actions.

*“What we say to the children in the most difficult moments is what matters.”, Paul Dix*

***Research base: When the Adults Change Everything Changes by Paul Dix***