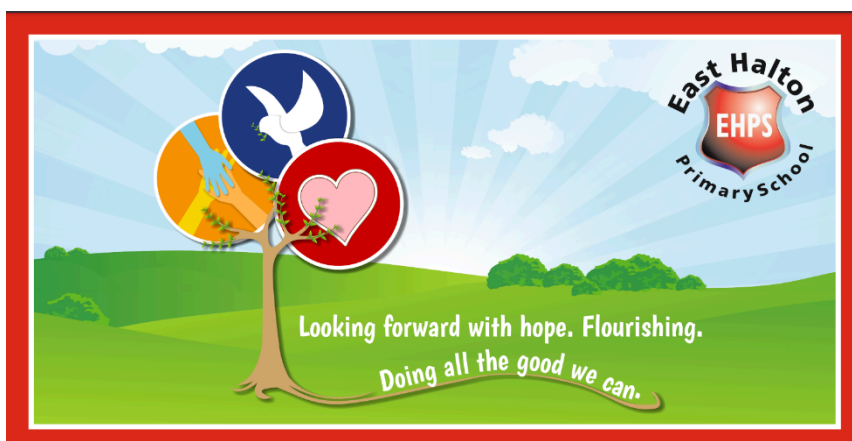




The Humber Estuary Federation



Behaviour Policy

Author	Miss Hayley Twidale
Adopted by Governors	Spring 2026
Local Authority Version Date	N/A
Monitoring/Review Date	Spring 2027
Consultations/Training	Miss Hayley Twidale

Behaviour Policy and Statement of Behaviour Principles

It is the primary aim of our policy that every member of the Humber Estuary Federation feels that they are a part of a special family and that each person is treated fairly and in line with our vision and values. Each of our pupils, staff, parents and community members are valued/ valuable and we are proud of the safe and nurturing learning environment that we seek to provide that encourages our children to persevere, be resilient and do all of the good they can. As a federation, we act to promote exemplary behaviour at the heart of productive learning where **ALL** can flourish within our schools. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way demonstrating our vision and Christian values in all that we do. It aims to promote an environment where everyone feels happy, safe and secure. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach perseverance, resilience, self-discipline and self-regulation: not blind compliance. It echoes our school vision and core Christian values and is underpinned by three 'behaviour expectations', 'Ready, Respectful, Safe', with a heavy emphasis on mutual respect, a home / school partnership approach to managing poor conduct and timely interventions that support staff and learners. We want our pupils to look to the future with hope and live out their lives as part of our caring family community surrounded by love.

Everyone in our school community is:

- entitled to honesty;
- entitled to compassion;
- entitled to love and be loved;
- entitled to be hopeful;
- entitled to teach and learn;
- entitled to be safe;
- entitled to be treated with respect/ be valued.

We will always refer to the Christian values of love and compassion when addressing negative behaviour and reconciliation.

If everyone works hard and does "all the good they can" there will be no time for disruptive behaviour so we will all "flourish". We must respect the right of everyone to learn.

We treat behaviour expectations like all other aspects of school life: in line with our Christian vision, "Looking forward with hope. Flourishing. Doing all the good we can".

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave (Ready Respectful Safe behaviour expectations)
- Summarise the role and responsibilities of different stakeholders in the school community with regards to behaviour management and implementation of the behaviour policy
- Outline our system of rewards and sanctions
- Outline our written statement of behaviour principles

2. Legislation and Statutory Requirements

This policy is based on advice from the DfE on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting schools with medical conditions at schools
- The Special Educational Needs and Disability Code of Practice
- Section 175 of the Education Act 2002 which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006 which require schools to regulate pupils behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Poor or unacceptable behaviour is defined as

- Disruption in lessons, in communal areas and disruption at break and lunchtimes
- Non-completion of classwork / non-participation in lessons
- Poor attitude and lack of respect for peers and adult

Serious incidences of behaviour are defined as:

- Repeated breaches of the school behaviour expectations (Ready, Respectful, Safe)
- Any form of bullying
- Child on child abuse
- Sexual assault (any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Sexual online abuse
- Sexual Harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or any form of discriminatory behaviour
- Possession of any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco products, fireworks, pornographic images and any article a staff member reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage the property of any person.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship is an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include emotional, physical, racial, sexual, direct or indirect verbal, cyber bullying.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

4. Pupil behaviour expectations

Pupils are expected to behave in an orderly and self-controlled way, following the three core expectations of 'Ready, Respectful, Safe'. Below is an explanation of the three core behaviour expectations which are displayed in each classroom and in some communal areas around the school environment. They are also communicated with parents and carers. In addition, parents are asked to sign a home / school agreement to say that they have read and understood the behaviour expectations.

WE ARE READY

This means that...

- We demonstrate our core Christian values of compassion, hope, honesty, love, perseverance and respect
- We are hopeful
- We persevere and demonstrate resilience
- We come to school with a positive mind-set
- We always show a 'can do' attitude
- We bring the equipment we need for our school day
- We wear the correct uniform and footwear
- We show good looking and good listening
- We are always on task

If everyone works hard to be 'ready', they will be doing "all of the good they can" to help themselves and others to "flourish". We must respect the right of everyone to learn.

WE ARE RESPECTFUL

This means that...

- We celebrate and value others, demonstrating our core Christian values of compassion, hope, honesty and love
- We are hopeful for ourselves and others
- We support others to be the best that they can be by doing all of the good that we can
- We use good manners with **everyone** in our school community
- We make sure that we learn and allow others to learn
- We participate fully in every lesson
- We listen carefully and follow instructions
- We look after our belongings and school property

If everyone works hard and does "all the good they can" there will be no time for disruptive behaviour so we will all "flourish". We must respect the right of everyone to learn.

WE ARE SAFE

This means that...

- We support each other and keep each other safe emotionally by demonstrating our core Christian values of compassion, hope, honesty, love, perseverance and respect
- We help everybody to flourish by keeping ourselves and others free from harm in school, in our community and online
- We do all the good we can by recognising safe and unsafe behaviours
- We do all the good we can by telling a trusted adult when we are worried or if we have a concern
- We use kind hands, kind words and kind feet

If everyone works hard and does “all the good they can” everybody will be safe and we will all “flourish”. We must respect the right of everyone to be safe.

5. Rewards

We recognise and reward learners who regularly meet and go over and above our expectations.

We recognise the use of praise in developing a positive atmosphere. We therefore:

- Praise the positive we see, verbally or using gestures such as smiling and thumbs up
- Send praise postcards home to communicate positive behaviour to parents and carers (Minimum of 2 per class per week)
- Make phone calls home to inform parents of consistently good and over and above behaviours
- Hold weekly ‘celebration’ assemblies/ collective worship with a focus on our Christian school vision and core Christian values and how these help us to achieve our behaviour expectations of ‘ready, respectful, safe’
- Use stickers and stampers as visual praise to highlight excellent work or behaviour
- Pupils earn recognition points which are collected on a card. These points can then be exchanged to earn prizes or experiences in the school ‘shop’. These can be spent throughout the term/year or be saved to earn larger prizes/experiences. This gives individual recognition to children for their efforts and achievements.

6. Sanctions

In our everyday practice, we teach pupils to be responsible for their behaviour and conduct and staff follow the ‘Steps to Sanctions Ladder’ in response to unacceptable / poor behaviour.

Steps to Sanctions Ladder

Step 1	A re-direction / reminder (delivered to the pupil or pupils as discretely as possible using affective statements) for example 'Remember, we show respect here at G / EH / NH by taking turns to speak. When you shout out, this impacts upon the learning of others in the class.'
Step 2	A second reminder / verbal warning (delivered as discretely as possible using affective statements)) for example 'I have noticed you shouting out. Remember, we show respect here at G / EH / NH by taking turns to speak. When you shout out, this impacts upon the learning of others in the class.'. If this behaviour continues we will have a reflective conversation at break time.'
Step 3	Reflective conversation (carried out the same day as the behaviour) a short conversation with the adult who observed the behaviour, during break or lunch time aimed at restoring the behaviour. Staff will ask questions such as What were you feeling / thinking at the time of the behaviour? Who has this behaviour affected? What would you differently next time? Remember when you.....that is the behaviour we need to see!'
Step 4	Reflection Time. If behaviour continues after the reflective conversation with the class teacher, the pupil should then go and spend 10 minutes in a partner class to reflect on their behaviour. When children are sent to a partner class then they should be sent with a reflection form. This needs to be completed during this reflection time and return to class with the pupil. The class teacher then needs to go through the reflection form with the pupil and decide how it is going to be put right. This may include missed break/lunch times to complete work missed in class or to put it right with another child if they have been affected in any way. (Reflection forms need to be logged on Cpoms and kept in a class folder)
Step 5	Escalated behaviour – Designated adults If a pupils behaviour does not improve following step 1-4 staff will escalate to designated staff members and then to the senior leadership team if required. This will be logged on Cpoms and parents will be informed.
Step 6	Communication with parent / carer. Where a pupil has repeatedly not followed the behaviour expectations, or where a serious incident has taken place, staff will contact parents to explain the behaviour and discuss any matters which may be linked to or causing the behaviour. We ask that parents <i>talk</i> to their child about the behaviour but not impose any sanctions as the behaviour will already have been sanctioned at Steps 3-5 with agreed consequences. A follow up conversation with parents will happen a week later.
Step 7	A behaviour contract – Where the behaviour expectations has repeatedly not been followed over time, a formal meeting with staff, pupil and parents/carers will occur. A behaviour contract will be drawn up explaining the behaviours that have occurred and agreed ways to prevent the behaviour happening in the future including any further support the pupil needs.

For pupils whom the behaviour contract has not been effective over a period of 4 weeks, weekly monitoring meetings will take place with a member of SLT, teacher and parents and support will be sought from the SENDCo and Local Authority Behaviour Support Team.

For serious incidents (as defined in section 3) including fighting, any form of bullying, racist, sexist or homophobic comments, inappropriate name calling, child on child

abuse, using abusive or offensive language, physically striking adults, staff will go straight to sanction step 6 to inform and work with parents and carers.

Sanctions for pupils with identified SEND / SEMH

For pupils who have an identified SEND or SEMH need, staff will use social stories and Emotional Literacy Support resources (ELSA) at Steps 5, 6 and 7. Pupils may also have an ITP with agreed steps to follow.

Agreed de-escalation strategies to prevent sanctions (at Steps 1 and 2)

- Catch pupils doing the right thing and praise, praise, praise
- Breathing /calming techniques
- Walk and talk / movement break (where possible)
- Time out
- Private chat (this is not the (child's name) we are used to seeing)
- Re-direction
- Two choices
- Countdown
- 'I can see you are feeling....'
- Change of face
- Controlled ignoring
- Distraction

Positive Handling Procedures

The Education Act 1996, 2006, 2011 forbids the use of corporal punishment, but allows all teachers (staff) to use reasonable force in order to prevent a pupil from:

- Harming themselves or others Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury, (or harm to self or others), as actual or grievous bodily harm, physical or sexual abuse, risking lives of or injury to self or others by willful or reckless behaviour and self-poisoning.

Some specific staff are trained in the use of positive handling techniques through the Team Teach programme. Some specific Humber Estuary Federation staff are trained to the requirements of the 6 Hour Team Teach Course and are required to retrain every three years.

Procedure

The Humber Estuary Federation recognises that positive handling may be necessary and in such an event, the following procedure should be followed.

Whenever possible, positive handling should only occur when more than one staff member are present. Once a pupil is positively handled, they should be taken to a quiet area so the pupil can be calmed. Positive handling should only be used as a last resort when other de-escalation strategies have failed. It must serve to defuse or prevent a violent or potentially violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing immediate action (positive handling) is necessary in order to prevent a pupil from injuring themselves or others, or causing serious damage to property. Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The pupil should be verbally warned that positive handling may be used unless the pupil desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance, before engaging in positive handling. When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

Remember only the minimum force necessary should be used in order to prevent physical injury or damage.

Particular care must be taken to avoid inflicting any unnecessary pain or injury.

By using Team Teach, we are trying to avoid injuring the child, however, there are occasions where a child may sustain injuries.

Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas
- Be discontinued as soon as the situation is deemed safe
- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self-control

Operational/ Procedural Points Relating to the Use of Positive Handling

The circumstances and reason for the use of positive handling must be recorded immediately (logged on positive handling sheet and uploaded onto the individual child's CPOMS account), or as soon as possible, but ideally no later than the next working day. The member of staff must inform the Head Teacher as soon as possible after the incident verbally and on CPOMS. A positive handling form should be completed and attached to the CPOMS log. The pupil's views must also be recorded as soon as possible, preferably on the same day. The Head Teacher should discuss the incident with the staff member within 24 hours. Supervision may be needed for

staff, who following the incident are distressed.

Following the incident, the pupil and parents should be counselled on the reasons why it was necessary to use restraint. Pupils will be interviewed about the reasons that led to the incident and the circumstances that followed. Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter. A record of this is kept in the individual pupil CPOMs record.

Confiscation

Any prohibited items found in pupils' possession will be confiscated and will not be returned to pupils• Prohibited items include:

knives or weapons • 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
- to cause personal injury to, or damage to the property of, any person (including the pupil)

• School staff can seize any prohibited item found as a result of a search. They can also seize any item that they consider harmful or detrimental to school discipline. Searching and screening pupils is conducted in line with the DfE's most up to date guidance on searching, screening and confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf

Off-site behavior

Sanctions will be applied where a pupil has demonstrated poor behaviour off site when representing the school such as on a school trip. Where a child has demonstrated poor behaviour in the community, this is investigated on a case by case basis.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is proven to have been malicious, the Head Teacher will sanction the pupil in accordance with the behaviour policy / sanction steps.

Exclusions and Suspensions

Exclusions / suspensions are an exceptional measure and are only considered as a last resort after serious or on-going incidents of misbehaviour and / or criminal offences. Only the Executive Head has the power to exclude/suspend a pupil.

- All exclusions/suspensions are communicated in writing to the parent/carer, the LA, the Chair of Governors, and relevant external agencies.
- The written communication explains the reasons for excluding the pupil and the length of the exclusion/suspension.
- The parents/carers have the right to make representations to the LA / Governing Body about the exclusion.
- We do all in our power to retain pupils and deal in positive ways with the behaviour/s which are causing concern.
- For instances where permanent exclusion is seen as the only answer, LA guidelines will be followed.
- School work will be provided for any children issued with a suspension.

7. Roles and Responsibilities

At The Humber Estuary Federation we believe that everyone has a role to play in ensuring our pupils conduct themselves in a respectful and safe manner so that they are ready to learn.

The Governing Body/Interim Executive Board (IEB)

The Governing Body of The Humber Estuary Federation is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1) and will also review this policy and its effectiveness, holding the Senior Leadership Team to account for its implementation.

Senior Leadership Team

The Senior Leadership Team are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Senior leadership team will ensure that the school environment encourages positive behaviour, that staff are trained and empowered to deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Senior Leadership Team will support staff in responding to behaviour incidents when required and will meet regularly to monitor behaviour and look for patterns, providing support where necessary.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Using the Ready Respectful Safe behaviour expectations and recognition boards throughout the day so that the behaviour expectations is embedded in everyday practice.

- Following the agreed Steps to Sanctions ladder
- Modelling positive behaviour
- Recording behaviour incidents on CPOMs and alerting SLT as appropriate (Step 4, 5, 6 and 7)
- Meeting and greeting learners at the door each morning to set a positive tone for the day
- Communication with parents in a timely manner

Parents

By signing the home school agreement, parents are expected to:

- Support their child in adhering to the pupil behaviour expectations (Ready, Respectful Safe)
- Sign the home / school behaviour agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher in a timely manner
- Attend any behaviour meetings

Pupils

Pupils are responsible for:

- Following the behaviour code of Ready, Respectful, Safe online and in and out of school
- Responding positively to the sanction steps / accepting sanction steps when given

8. Transition

To ensure a smooth transition to the next stage of their learning, pupils will have transition sessions with their next teacher and staff will have handover briefings to ensure any important information regarding behaviour is passed on. Information may also be shared with previous / new settings for those pupils transferring to and from other schools, accessible securely via CPOMs.

9. Training

Staff are provided with training on managing behaviour, including de-escalation strategies as part of the induction process. Where additional training is needed, support can be sought from the SENDCo, Behaviour Lead, Senior Leadership Team, and the Local Authority Behaviour Support Team.

Appendices

- 1. Written statement of behaviour principles**
- 2. Behaviour contract**
- 3. Restorative Reflection Form**
- 4. Restorative practice script**
- 5. behaviour expectations – Parent information**

APPENDIX 1

Written statement of behaviour principles

- Every pupil at The Humber Estuary Federation has the right to feel safe, valued and respected and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination, and violence or threatening behaviour towards staff is not tolerated in any circumstances
- All members of the community set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, parents / carers and staff
- The Ready, Respectful Safe behaviour expectations is understood and followed by pupils and staff
- The exclusions policy explains that exclusions and suspensions will only be used as a last resort, and outlines the processes involved in exclusions and suspensions
- Pupils are taught to take responsibility for their actions and reflect on the impact their actions have had on themselves and others
- Parents / carers are informed of repeated / ongoing / serious behaviour incidents to foster good relationships between school and home.
- Parents are informed of positive behaviours via praise postcards, phone calls home and invitations to attend celebration assemblies at Goxhill and East Halton/family collective worship at New Holland to foster good relationships between school and home.
- The use of physical restraint is only used for pupils with a positive handling plan or when preventing a pupil from seriously harming themselves or others and as a last resort

This written statement of behaviour principles is reviewed and approved by the governing body every year.

APPENDIX 2

Copy of Behaviour contract (drawn up at Step 7 after repeated incidences of not following the behaviour code)

Behaviour Contract

Name:	Year group:
Date written:	Review Date:
Staff involved in implementing and monitoring the contract	
Brief summary of why the contract has been put in place: (Link this to Ready, Respectful, Safe)	
Behaviour targets (maximum of 3):	
1.	
2.	
3.	
Our agreement	
I agree to:	The school/staff agree to:
Who can help me when I am struggling? (A trusted adult/champion – please identify two to ensure that there will always be someone available to provide this support if needed)	
What helps me to calm down or refocus?	

Our commitment to improvement. We understand that making mistakes is part of learning. This agreement is to help build positive relationships, improve behaviour, take responsibility for actions and make things right to be able to move forwards positively.

Pupil signature:

Teacher signature:

Parent/Carer signature:

Review

What has been working well? What improvements have been?

What still needs further work or extra support?

Next steps:

Does the agreement need to end? If so what is going to be put into place to support to ensure the success is maintained?

Does the agreement need to continue? If so do any amendments need to be made to target/support?

(If so please make a copy of the document and make any changes required)

Reviewed by:	Date:
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APPENDIX 3
Restorative Reflection Form



Reflection form



Name _____

What happened ?	What were you thinking and feeling at the time?	Who has been affected and how?	What do we need to do to put things right?	How can we do things differently in the future?
	      			

	  			
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APPENDIX 4

Restorative script / reflective conversation script

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

APPENDIX 4

Behaviour expectations explained for parents / carers and visitors:

The Humber Estuary Federation



Our behaviour expectations

A guide for parents /carers and visitors

Here at The Humber Estuary Federation which comprises of our family of three schools - East Halton Primary, Goxhill Primary and New Holland Primary, we want all our pupils to be responsible, respectful members of the community now and in the future.

We have, therefore, created a behaviour expectations which we expect all members of our community to follow, in order to ensure that all of our members flourish.

This behaviour expectations is underpinned by our school core Christian values of compassion, hope, honesty, love, perseverance and respect, our Christian vision of 'Looking Forward With Hope. Flourishing. Doing All of the Good We Can' and our three behaviour expectations: Ready, respectful and safe.

We ask that you read through the explanatory leaflet and then sign the parental and pupil agreement to show your support. If you have any questions or queries, please

do not hesitate to contact:

Miss H Twidale – Head Teacher

Mrs E Parnaby– Deputy Head Teacher/SENDCo

Ms P Scowen– Assistant Head Teacher