



Behaviour Policy & Principles

Date approved:	Spring 2024
Approved by:	Local Governing Body
Review date:	Spring 2025

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1. Underpinning principles

Hope Community School (HCS) thrives on achievement, with children succeeding in a secure framework provided by a consistent, fair and loving staff. The school is built on fundamental Christian values including – respect, goodness, hope, tolerance, harmony and gentleness.

We recognise that children learn by example. We provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for HCS; building and enabling positive trusting relationships in key to this. In our school we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with HCS children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them. This includes teaching and support staff, volunteers and parent helpers. It is our belief that behaviour can be taught, we aim to teach children how to behave well and how to be considerate and self- disciplined individuals.

We believe that children seek approval and want to do the right thing, though they may sometimes make the wrong choices. Hope is committed to developing respectful and responsible members of the community and to building a low-stress, high-challenge environment for learning. Children will be taught and praised for good behaviour that makes great learning possible. Our behavior code is consistent in all areas and groups across the school, including our staff, parents and carers who role model these. However, we also recognize that every child is an individual and therefore our strategies will always be personalized to reflect this.

At Hope we endeavour ... “to create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” DfE 2014. Teaching and discussing Democracy, Values (The rule of law), the Right to make a choice (Individual liberty), Mutual Respect, Tolerance of those of Different Faith and Belief are integral to day to day learning at Hope. These values are explored by all members of staff throughout the day and form a specific focus within Daily Collective (Assembly).

2. Ready, Respectful, Safe.

The core to the Behaviour policy is the Ready, Respectful, Safe approach. The school has taken this approach as we believe it summarises the school’s core Christian values and our approach to how we treat each other and our environment.

2.1 Expectations

Hope Community School will encompass the expectations below and the golden agreement that we treat others as we want to be treated. This involves ensuring every child feels seen, soothed, safe and secure.

What children can expect of Hope

A safe, calm environment

Adults who are kind and helpful to children

Adults who give clear instructions

To be praised for hard work, honesty and responsibility

Staff who respect and treat children as they would wish to be treated

An environment which respects and models the Christian values underpinning life at Hope

Staff who respect and value each child's spiritual development in all faiths and no faith

Children's individual gifts, talents and particular needs seen and acknowledged

Consistency from those delivering behaviour management strategies

Staff who value contributions to the life of the school

Staff who ensure children feel seen and recognised for the individuals they are

2.2 Expectations for Ready, Respectful and Safe

On a daily basis Ready, Respectful and Safe will be evident through the following actions:

Ready

- Ready to learn by being punctual to school, arriving in their class so they are ready to start work.
- Ready for school; pupils are wearing the correct school uniform.
- Ready for PE: pupils have their PE kits in school every day of the week.
- Pupils complete their homework and reading, regularly and on time.
- Ready to do as the adults ask and follow their instructions.
- Ready to listen to adults or others, without interrupting.
- Ready to sit calmly and quietly, without distracting others.

Respectful

- Pupils are polite, they do not use rude or unkind words; joking is not an excuse for rudeness.

- Pupils respect everyone’s body and feelings, they don’t hurt anyone’s body or feelings.
- Pupils are kind when others make mistakes, they don’t laugh or tease others.
- Pupils are truthful and don’t tell lies.
- Pupils talk and don’t shout.
- Pupils sit quietly in Collectives or during prayer times.
- Pupils take care of property and their environment.

Safe

- Pupils walk around the school and only run when in a safe place at play or in PE.
- Pupils hold on when using stairs giving others space and time to move.
- Pupils play safely, they do not play rough games, or play fight.
- Pupils line up one behind the other sensibly. Don’t push or talk in lines.
- Pupils follow the behaviour code.

3. Responding to behaviour

Our school ‘ladder` system, which is colour coded, ensures all children and staff have clear guidance on the school’s response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. For some children the strategies used to support behavior may be adapted to ensure equity for all because we recognize that all children are different and therefore my need different approaches. Our framework for behaviour at Hope is posted in all areas of the school, including areas shared with the local community. These expectations sit within a fair and loving framework and are based on our ethos that encourages each child’s right to learn and develop. It is important to note that children’s names are not placed on the ladder for other children to see as we do not believe in toxic shaming children. Children move back to green at the beginning of every session for a fresh start.

	Post Card Home 5 Dojo Points
	Raffle Ticket 3 Dojo points
	Daily Dojo Point
	Behaviour reflection slip
	See below

In addition to promoting positive behaviours for learning through one-to-one coaching and providing a system for understanding rules, rewards and consequences, we are aware of the need to teach these behaviours explicitly. We draw on a range of resources that focus behaviour on learning skills to work as effectively and enjoyably as possible, both

independently and collaboratively. Including both social and emotional aspects of behaviour for learning throughout school life, provides a strategic approach to learning where working successfully with others is fundamental. Hope supports children creatively and strategically to make this a reality in all areas and all times.

3.1 Rewards

We understand the power of praise and positive recognition, therefore we have a strong focus on praising children who demonstrate a positive behaviours. Praise and 'achieving success' recognition can be given to any child who has worked well, completed work to a high standard or made a positive contribution to the school. Rewards may include:

- Achieving 'Lovely Hat' recognition in weekly celebration Collective for effort in learning, success in learning.
- Moving to blue or purple on the ladder and receiving a postcard home or a raffle ticket
- Weekly in class celebration of children achieving or making progress in key learning areas, such as reading, writing and maths.
- Principal certificates issued for outstanding contributions to whole class learning, personal achievement or behaviour for learning.
- Dojo Points issued for when an individual or whole class works well and accumulated points go towards scale class / individual rewards
- Attendance certificates issued to children with 100% attendance each term and over the year.
- Principal Awards – Annual awarded for outstanding contributions to Hope School.
- Individual reward charts.

3.2 Positive Handling

The Education and Inspections Act 2006 confirms the right of staff to use 'such force as is reasonable' for the purpose of preventing a child from committing an offence; causing personal injury to, or damage to the property of, any person (including themselves); and prejudicing the maintenance of good order and discipline. Staff receive annual training in the use of positive handling in a variety of situations in and out of the classroom. Please see the school's positive handling policy for more information on positive handling.

4. Restorative Justice

The aim of restorative practice is to create an environment where pupils engage actively in learning about their social behaviours, rather than acting as passive recipients of rules and sanctions. Pupils are encouraged to develop an understanding of social responsibility, and given the responsibility to make things right. Where a pupil changes their behaviour in this context, it isn't because of the threat of punishment. It's because they value the relationships they have with other pupils and teachers. This develops pupils who can make good choices regardless of

whether a teacher, and the accompanying menu of sanctions, is present. These are transferable skills that pupils can take with them through their lives.

5. Behaviour Plan: responding to incidents

The Behaviour plan below outlines a graduated approach relative to the behaviour demonstrated. This structure is to ensure that everyone understands the school standard and response to ensure consistency across individual staff members' teaching and leadership styles. Responses to negative behaviours will always be age and developmentally appropriate.

	Step	Actions
1	Reminder	A reminder of the three simple rules- ready, respectful, safe delivered discreetly wherever possible. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step'.
3	Last chance/yellow card	Child is verbally told they are now on a yellow card and their last warning. Speaking privately to the pupil where possible the adult will give them a final opportunity to engage. They will also offer a positive choice to do so and refer to previous examples of good behaviour.
4	Time out/red card/behaviour reports	<p>Child now receives a red card and time out, this might be a short time in an alternative classroom, or in a safe space. This gives the child time to calm down, breathe, look at the situation from a different perspective and compose themselves. This should be 10 minutes in length.</p> <p>The first red card in a week will result in a letter being sent home from the class teacher. A second red card in a week will result a letter home from Principal and the child may lose time at lunchtime to catch up on missed learning, in addition to the time out in another class. Children who receive persistent red cards may be placed on a behaviour report. The behaviour report will track behaviours over one week and teachers will work with the child and family to embed strategies to support positive behaviours in line with school expectations.</p>
5	Repair and restore	This might be a quick chat at break time in the playground or a more formal meeting. Restorative approaches to rebuilding relationships between peers, or between peers and staff will always be favoured.

Behaviour	Example	Positive Steps	Consequence
Low level classroom disruption	<p>Calling out</p> <p>Talking to another pupil</p> <p>Not focussing on work</p> <p>Stopping another child from working</p> <p>Not doing as an adult asks</p> <p>Answering back to an adult</p> <p>Not doing the work set for them</p>	<p>Remind of the three simple rules- ready, respectful, safe delivered privately wherever possible. Work to keep things at this stage.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Pupils who make positive choices will be praised and may be awarded a dojo point or moved up the behaviour ladder.</p> <p>Teach the children directly how to do the desired behaviour.</p>	<p>Caution: A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>Last chance: Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Two minutes after class with you to discuss and repair what has happened- it is non-negotiable- cannot be removed.</p>
Mid-level disruption	<p>Ongoing repeated low level behaviour from above</p> <p>Rudeness</p> <p>Lying</p> <p>Throwing something in the classroom</p> <p>Destroying another child's work</p>	<p>Remind of the three simple rules- ready, respectful, safe delivered privately wherever possible. Take the initiative to keep things at this stage.</p> <p>Praise other children who are showing the wanted behaviour.</p> <p>Pupils who make positive choices will be praised and may be awarded a dojo point or moved up the behaviour ladder.</p>	<p>Follow the steps above first, then:</p> <p>Time out/red card: A short time outside the classroom- a few minutes for the child to calm down, breathe, look at the situation in a different perspective and compose themselves.</p> <p>Repair: Talk to the child about what happened and repair it- might be an</p>

		Teach the children directly how to do the wanted behaviour.	informal chat or a more formal meeting. Record the behaviour on Arbor. Family informed of incident.
<i>High level disruption</i>	<i>Theft</i> <i>Fighting</i> <i>Hurting another child on purpose-intent to hurt</i> <i>Damage to school property done on purpose</i> <i>Bullying</i> <i>Seriously hurting another child</i> <i>Threatening another child or adult (judge consequence after establishing facts)</i> <i>Safeguarding issues</i> <i>If a child is found with any of the following items: knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, non-prescription drugs, fireworks,</i>	<i>Listen to both sides of the story to establish the facts.</i> <i>Talk to the child and witnesses about what happened to ensure the correct facts are found.</i> <i>Reinforce the wanted behaviours.</i> <i>Pupils who make positive choices will be praised and may be awarded a dojo point or moved up the behaviour ladder.</i>	Time out/red card: <i>Child to go to a member of SLT.</i> <i>Child to complete the Time to Reflect sheet</i> <i>Family informed of incident.</i> <i>Possible sanctions can include:</i> <i>A child may be placed removed from break times and or lunchtimes; removed from their main classroom for a period; given extra work to complete; given a community service task to complete; removed from a learning outside the class room session.</i> <i>Restorative conversations between children, or children and adults.</i>

	<p><i>pornographic images, any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property, any item banned by the school rules.</i></p>		<p><i>Possible exclusion / fixed term exclusion.</i></p>
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6. Anti-bullying

See the Anti- bullying policy for full details

Bullying hurts. It can make a child or staff member so worried that he or she can't work well at school. This type of situation is unacceptable. Hope Community School has a strong anti-bullying strategy to build self-esteem and an atmosphere of valuing and encouraging the unique individuality of each person in our community. In addition to rapidly addressing bullying incidents, Hope will develop a Restorative Justice problem solving approach to prevent these incidents from taking seed in any person's thinking and feeling.

Hope Community School has no tolerance for any type of bullying, which is persistent unwelcome behaviour, mostly using unwarranted or invalid criticism, nit-picking, fault-finding, also exclusion, isolation or being singled out. Our school understands that bullying can mean many different things and can be both in person or online (Cyberbullying).

We will always work with both the victim and the perpetrator to challenge and change behaviors for the long term.

7. Suspension policy

Our policy on suspensions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of suspension. Early intervention will be our basic principle of preventing exclusions. Additionally, we will closely monitor behaviour incidents and exclusions to avoid disproportionate groups and to identify issues to address. For those children who are demonstrating a pattern of behaviour putting them at risk of further, even permanent, exclusion, the school will engage with families and, where it is necessary, other agencies.

Fixed term exclusions are used either for serious misdemeanours or when other avenues have been explored, or as a result of a serious incident. Serious incidents which may merit a fixed term exclusion would be, for example:

- refusing to accept the authority of staff
- fighting or aggressive behaviour
- making serious threats to pupils
- incitement to serious misbehaviour
- promoting knife culture
- serious theft
- racist abuse or behaviour
- sexual harassment
- bullying – serious verbal and physical intimidation, cyber bullying
- smoking on the school premises or in school uniform to and from school
- solvent abuse
- accessing offensive websites such as those promoting or sharing pornography, racism or violence or bringing such materials on site.

Only the Principal has the power to exclude a pupil. No pupil may be given fixed term exclusions totalling over 45 days in one academic year. All exclusions are notified to the Local Authority. Any single exclusion of fifteen days or over has to be considered by a committee of governors.

Pupils who are excluded for a fixed period will be reintegrated into the school by staff, and a strategy put in place to promote positive behaviours in the future. Parents / carers' will be involved in this process.

In the unlikely event of our school having no choice but to permanently exclude a pupil after all interventions have failed, we will first attempt to work with that child's family on a managed move. In cases where this is not possible, Hope will follow the clearly defined procedures to appeal to the governing body as outlined in the DfE guidance. We will commit to supporting any permanently excluded child to find the best educational provision appropriate to him or her.

Please see the school's Suspension Policy for full information.

8. Emotional, Social or Mental Health Difficulties

We are aware of the complex needs for children who experience emotional and behavioural difficulties. In house expertise along with partnerships with other agencies, such as Educational Welfare, educational psychologists, Children's Adolescent and Mental Health Services (CAMHS) and Physical Education specialists will be used to help identify the underlying causes and put in place strategies to meet the needs of all children with additional need. Hope will pay due regard to the guidance in the SEN Code of Practice and the Education of Children and Young People with Social and Emotional and mental health difficulties as a special educational need.

9. Role of the Governing Body and Trustees

In addition to modelling the behaviour that promotes our learning culture, the Governing Body holds the statutory responsibility to ensure that Hope Community School promotes excellent behaviour for learning, disciplines consistently and undertakes due process in the case of any necessary fixed-term exclusions. Very serious matters of discipline or persistent refusal to amend poor behaviour will require immediate and strong action by the Governing Body. Such sanctions are imposed at this level and represent a situation which if not rectified puts the children at Hope at risk. The school sponsor, New Generation Schools Trust, will be represented on the Governing Body.

In addition to modelling the behaviour that promotes our learning culture, the Trust's Board of Directors will be ultimately responsible for overall policy setting and therefore has ultimate responsibility for behaviour at Hope Community School.

10. Implementing the Behaviour Policy

Positive encouragement - by making it clear to children what we would like, rather than what we would not. We should establish clear expectations and give positive feedback. Every effort should be made to maximise the positive and minimize the negative.

Positive rewards - dojo points, celebration assemblies, certificates, stickers, positive vocal and written comments on work, positive feedback, golden time.

Special arrangements - targets for children to work towards that have been clearly agreed between child and teacher, feedback sessions with individual pupils.

Giving the child a chance to succeed - by deliberately setting up learning and social situations whereby the child will achieve success.

Looking for good - look for chances to praise children rather than seize upon opportunities to criticise.

Good publicity - when possible utilise opportunities such as Lovely Hats, celebration collectives to highlight children's efforts.

Establishing good relationships – connection is key. Establishing strong, nurturing relationships with children allows them to trust and to grow.

Encourage self-regulation - children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working toward methods of self-regulation. Use of the Zones of regulation is key to helping children in this area.

Teach social and inter-personal skills - some children require a great deal of help in developing such skills in order to acquire appropriate relationships with adults and peers.

Support for children when emotional - be available to listen on occasions. Help the child to put his/her emotions into words and discuss them with you. Provide warmth and acceptance.

Involve parents positively - gain parents' agreement for them to reinforce that which takes place in school with praise. Feedback pupil progress to parents regularly.

Use social engineering - place the child with a particular pupil to act as a model and and/or friend.

Match the task to ability - make sure expectations are reasonable and that the child is neither bored by being under-stretched nor over whelmed by a task which is too difficult.

Teach through existing interests - by getting to know the child it may be possible to promote learning by engaging in a particular interest.

Use confrontation avoidance tactics - Defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.

Appendix 2: Time to Reflect sheet

Name _____ Year _____

Date _____

What happened?

What were you thinking at the time?

What do you think about it now?

Who else has been hurt by what happened?

How did it hurt them?

What needs to happen to make things right again?

Appendix 3: Ready, Respectful and Safe Contract

Child's name _____ class _____

I agree to be Ready Respectful Safe.

Signed _____ date _____

Witness: Parent's name: _____

Signed _____ date _____

Ready, Respectful, Safe Contract

Ready

- I will be ready to learn by arriving in my class by 9am at the very latest.
- I will be ready for school be wearing the correct school uniform.
- I will be ready for PE by having my PE kit in school every day of the week.
- I will complete my homework and reading, regularly and on time.
- I will do as the adults ask and follow their instructions.
- I will listen to adults or others, without interrupting.
- I will sit calmly and quietly, without fidgeting or distracting others.

Respectful

- I will show respect for others by being polite.
- I will respect everyone's body and feelings.
- I will show respect to others by being kind when others make mistakes.
- I will be truthful.
- I will talk and not shout.
- I will sit quietly in Collectives or during prayer times.
- I will take care of property and their environment.
- If I have a school dinner, I will respectfully share food with others in a polite manner.

Safe

- I will keep myself and others safe.
- I will walk around the school and only run when I am in a safe place at play or in PE.
- I will hold on when using stairs giving others space and time to move.
- I will play safely and I will not play rough games, or play fight.
- I will line up one behind the other without touching.