



# Key Stage 2

## Hampton Junior School

### Behaviour Policy

Version	Date	Comments	Review
1	Spring 2014	Approved by CFC committee	
2	Summer 2015	Amendment to HJS Policy	
3	Summer 2016	Amended in consultation with all teaching staff	
4	Spring 2017	Full review by CFC Committee, no changes	Spring 2018
5	June 2018	Reviewed by all staff	Summer 2019
6	February 2019	SLT reviewed and shared with staff	Spring 2020
7	December 2023	SLT reviewed and shared with staff	Autumn 2024
8	February 2024	Statement added about squads and pupil responsibilities	Autumn 2024

**‘Be the best you can be!’**

# HAMPTON JUNIOR SCHOOL

## Policy for Positive Behaviour

We seek to provide a safe, calm environment where good behaviour, manners and mutual respect is shown by all. Our aim is to encourage pupils and staff to give their best in a setting which enhances the self-esteem of everyone in our school.

This policy for Positive Behaviour provides a framework to ensure that we work in partnership to achieve our aims and to support our pupils, staff and parents in achieving an atmosphere of encouragement and respect.

All staff, pupils, parents and governors have contributed to the policy and as part of the monitoring process, we will ensure that:

- the policy is reviewed annually
- our golden rules are displayed and regularly discussed
- our HJS British values are seen as an integral part of our schooling
- The policy is used consistently by all staff

## Our Bee Rules

At Hampton Junior School we have 5 bee rules. These rules help us to have a happy and successful school. They are:



Be kind to others



Be a good listener



Be respectful towards yourself, others and the school environment



Be hardworking and challenge yourself



Be responsible

**Be the best you can be!**

With consistent reminders and positive reinforcement from all staff and parents, our children will be more successful in meeting our behaviour expectations.

## **Rights and Responsibilities**

We believe that our aims are best reached through a partnership where all stakeholders have rights and responsibilities and where our golden rules are modelled by adults.

### **Staff and Governors' Rights**

- to feel safe
- to be treated with respect by pupils, parents and colleagues
- to work in a supportive and understanding environment

### **Staff and Governors' Responsibilities**

- to work as a team, supporting and encouraging each other
- to establish good relationships within the school community and lead by example
- to create a positive and safe learning environment
- to have high expectations of what our children can achieve
- to take a preventative approach to behaviour management
- to treat pupils with consistency and respect
- to involve parents when children are consistently finding it difficult to meet expectations of behaviour or attitude to work
- to have read, understood and following the procedures set out in the Child Protection Policy.

### **Children's Rights**

- to feel safe
- to be able to learn to the best of their ability
- to be listened to by adults
- to be treated fairly
- to be encouraged and experience success in learning

### **Children's Responsibilities**

- to take care of and pride in their work, their school and the environment
- to support and encourage each other
- to treat others with respect and consideration
- to take responsibility for their own actions
- to do their best and to allow others to learn

### **Parents' Rights**

- to know their children are safe
- to be sure their children are treated fairly and with respect
- to be able to raise concerns with staff and be informed with regard to their child's progress

### **Parents' Responsibilities**

- to ensure children attend school regularly and on time
- to support the schools behaviour policy
- to promote good behaviour, politeness, courtesy and consideration for others
- to inform the school of any concerns that may affect the behaviour of their child
- to encourage children to have high aspirations
- to respond to and support the school when contacted about their child's behaviour

## **Behaviour Management in class**

### **Rewards**

At Hampton Junior School, we encourage all staff to use positive praise in class and around the school and are keen to 'catch the children being good'. We reinforce our positive praise through a number of whole school systems. This may include:

- Stickers can be given as a motivational tool in the children's books or to wear on their jumpers/t-shirts. Stickers are purely motivational and do not count towards merit awards.
- Personal/class based targets and rewards can be set by the class teacher at their discretion (e.g. tables points).
- Star of the week. Each class awards a 'star of the week'. The children are chosen and their names are sent to the office so that they can be put up on the 'Star of the Week' board in reception and included in the school's weekly news notes. Children can be chosen for a number of reasons, such as showing a positive attitude, persevering in class etc.
- Assemblies. Many of our Friday assemblies are reward assemblies. Class teachers are asked to nominate a child to receive a certificate based on the theme of the week. Our themes celebrate academic, sporting and personal character achievements.
- Leadership awards. These are awarded by the Executive Leadership Team /Governors for outstanding achievements.
- Individual year groups may also develop specific systems to cater for the needs of that group.
- Each class has a compliment chain. The class can be awarded a paper clip to add to the compliment chain if a compliment is given to the class by a teacher or adult other than their normal classroom teacher. Once the chain touches the floor the whole class can choose a free class reward e.g. visit to the local park.
- Lunch time staff (S.M.S.As) reward pupils with tokens at lunch time to reinforce positive behaviour on the playground and in the dining hall. These are counted at the end of each term and a trophy presented in assembly to the winning house (Bushy, Thames, Tudor, Hampton).

### **YOYOB Chart (You Own Your Own Behaviour)**

Each class, and teaching space, is expected to display and use the school YOYOB chart. The YOYOB chart is an opportunity to celebrate good behaviour choices, as well as acting as a sanction for poor choices. When children are displaying good and positive examples of behaviour, their class teacher (or another staff member) may ask them to move their name on the chart to our positive spaces. The first of these is 'Good job', followed by 'Bees Knees' then 'Top Banana' and finally 'Honey Pot'. If a child continues to demonstrate exceptional behaviour they will also be sent to the year group senior leader to celebrate their achievements.

If a child is making poor behaviour choices in class, then they need to be reminded verbally that you have seen their poor behaviour and would like them to stop. This gives each child a chance to amend their behaviour. Examples of such behaviour include; shouting out frequently, talking over a teacher or another pupil, refusing to complete work, walking around the classroom when they should be seated. However, should the poor behaviour continue, they should move their name to 'Reminder', which is the first

step. If things improve from there, the teacher may choose to take their name off the 'Reminder' after a while. However, if the poor behaviour should continue, the child then needs to move their name across each progressive step one at a time, as follows:

- Verbal reminder
- Reminder (sign on chart)
- Play time reflection (the child stays in class at playtime for a period decided by the teacher. This is supervised by the class teacher).
- Sent to the year group Behaviour Leader. The Behaviour Leader will contact the parent to inform them of the incident, if they deem appropriate. This may not occur every time as staff will use their professional judgement.
- Sent to the Head of School.

Where possible sanctions will not occur during learning / class time.

All staff should follow the YOYOB chart in these steps and avoid putting children straight onto another step unless they are due to be there. For example, do not put a child onto 'Playtime reflection' unless they have first been on a 'Reminder'. In some extreme cases, staff may feel that a child's behaviour needs to be dealt with more seriously and that moving their name on the chart to a 'Reminder' may not suffice. In these cases, advice should be sought from a senior leader. A copy of the YOYOB chart can be found in [Appendix A](#)

It will be at the teacher's discretion if a child is moved on to a stage (such as Good Job) following breaktime, lunchtime or a session working with another adult. If a child is placed on 'playtime reflection' by an adult, it is the responsibility of that adult to ensure the child stays in at the next available opportunity. Staff that cover planning, preparation and assessment time (PPA) will inform the class teacher at the earliest possible convenience.

### **Management of disruptive behaviours including bullying**

We give clear messages to all pupils that they are part of our school and that within our learning community we value everyone. Despite our system of sanctions and rewards there will always be a small minority of children who may act in a challenging, aggressive or violent way. This may include inappropriate language through the use of technology such as email, APPs and mobile messaging (refer to online safety policy). There are, however, behaviours that are clearly unacceptable at any time, by any child. The following are examples of unacceptable behaviours:

#### **Incidents of racial or racist behaviour.**

Racial harassment will not be tolerated. At Hampton Junior School we promote and celebrate diversity. Staff members who witness an incident must inform the Head of School or senior leader immediately. The school records and reports on all racial incidents. Appropriate attitudes and behaviours are fostered by the schools Spiritual, Moral, Social, Cultural (SMSC) education.

#### **Incidents of sexual or sexist incidents.**

Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by girls or boys. It can be carried out to a person's face, behind their back or by use of technology. This behaviour will not be tolerated. Staff should promote equality and respectful behaviour. Appropriate attitudes and behaviours will be fostered through the schools SMSC education.

### **Incidents of swearing or use of inappropriate language.**

Swearing or inappropriate language will not be tolerated; records will be kept of all such incidents and parents will be informed by the teacher in the first instance. Repeated incidents should be reported to the senior leadership team or Head of School who will arrange a meeting with the child's parents.

### **Incidents of Bullying**

Bullying in whatever form will not be tolerated. Children should be encouraged to tell an adult and children are always reminded of this. An incident which is considered to involve bullying will be dealt with in accordance with the school's procedures for dealing with poor behaviour choices.

### **Incidents of Physical Behaviour towards another person (adult or child)**

The playground should feel safe for everyone. We expect both children and adults to treat each other with respect. Children should avoid kicking games, play-fighting, grabbing games, threatening behaviour, going round in gangs and copying pretend weapons. Incidents which lead to unacceptable physical behaviour will not be tolerated.

Where the incident is judged to be very serious, the child will immediately meet with a member of the senior leadership team who will inform the parents. The children will complete a reflection sheet and attend the next 'Hive' session.

### **Confiscations**

Children are not allowed to bring in personal items unless specifically asked to. The school reserves the right to confiscate such items and return them to the pupil or their parent at the end of the day. If the child is repeatedly bringing in items, staff may confiscate these until the end of the week.

### **Consequences of breaking the code in the playground.**

Midday supervisors use verbal warnings and always emphasise what positive behaviour looks like. Should children not respond, incidents will be reported in the lunchtime book and children will spend time in the timeout 'blue box'. They may have the privilege of using the playground equipment withdrawn or may be sent to the senior leader on duty. Records will be kept in the lunchtime book and monitored for trends and patterns and persistent offenders. Any lunchtime incident, which is deemed serious, will be reported to the class teacher and to the member of the senior leadership team on duty that day. Parents will also be informed.

### **Consequences of breaking the code in the Dining Hall.**

Sanctions may include warning by an adult or being moved to another table. If behaviour does not improve the individual will be removed from the dining room and sat in a quiet location before being spoken to by an adult. Some of the playtime can be taken from the child. Records of all incidents will be kept in the lunchtime book and monitored weekly for persistent offenders and trends and patterns.

### **The Hive (due to classroom behaviour)**

If any of the behaviours above continue to occur, despite use of the YoYoB chart in class, the following procedure will be followed:

1. The class teacher alerts a member of the senior leadership team who will come to the class and remove the child immediately.
2. The child/ren will be given a "Reflection Sheet to complete" (see [Appendix D](#)).

3. A member of SLT will ensure they have gathered all the evidence about the incident and recorded it appropriately.
4. The member of the SLT will discuss the incident with the child using the Reflection Sheet.
5. A member of the Senior Leadership Team will make contact with the parent, outlining the incident and the following consequence.
6. The child will then be asked to join the “Hive” room at lunchtime the next day to discuss the incident and behaviours. The child will also be placed on a “Report Card” (see appendix C) which will be signed off by a member of the SLT at the end of the week. If a child received a score of ‘1’ twice on their Report Card they will automatically be placed back in the Hive and a new report card issued.
7. For all incidents that result in a child being placed in the Hive, they will attend 3 consecutive lunchtime sessions with a member of the senior leadership team. The amount of time that they are expected to stay in is as follows:
  - Lower school 3 x 20 mins
  - Upper school 3 x 30 mins

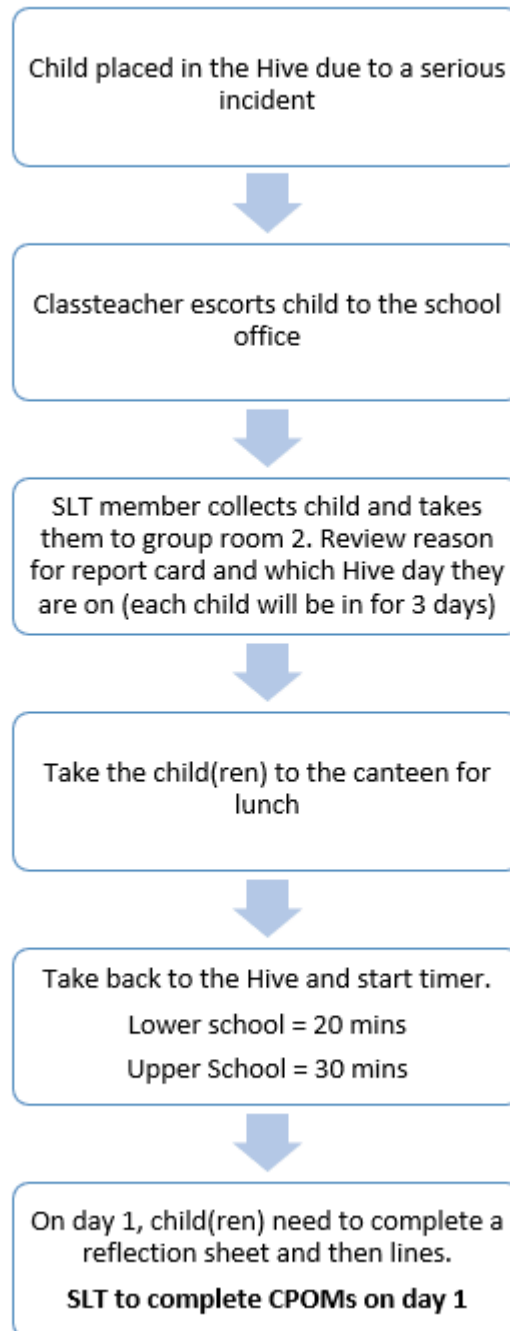
This period of time will start once the child has had their lunch with the SLT member and they have arrived in the ‘Hive’ room.
8. It is the class teacher’s responsibility to bring the child to reception on each of the 3 days where the child will then be collected by the SLT member on duty that day.
9. Following a child’s third Report Card, parents will be informed that the next major incident that occurs may result in an Internal Exclusion or other suitable sanction. The Executive Leadership Team will decide if the child is to be Internally Excluded. If a child is to be Internally Excluded then they will be removed from their normal class for the next day and alternative breaks scheduled. The Inclusion manager will also work with the class teacher to create a behaviour plan to support in school (if applicable). If a child incurs six report cards within a year, they may be Internally Excluded for one day and additionally removed from the playground for one week.
10. The SLT will meet at the end of the day to create an “Internal Exclusion” timetable for the following day.

### **The Hive (due to playground / playtime behaviour)**

If the incident occurs on the playground the same procedure will be followed but the lunchtime supervisors will need to ensure that the child is asked to first stand in the Blue Box to allow for a member of the Senior Leadership Team to be called. Once the child has been spoken to by the SLT member they will then be placed in the HIVE the next day (point 6 onwards above)

All Incidents in the playground must be recorded in the ‘Incident log’. Staff must include as much detail as possible and ensure that all those involved have had an opportunity to explain what has happened.

The following flow chart outlines the above procedure:





## **Reporting and monitoring**

All incidents that have led to a child attending the Hive will be recorded on CPOMs. This is an online system, which allows senior leaders to monitor behavioural incidents and record actions against such concerns.

## **When the policy does not work**

At Hampton Junior School we strive to be a fully inclusive school and ensure our policies and procedures are developed to support all children and staff. However, there will be some children, approximately 5 %, who will not respond to the strategies already outlined in this policy. These children will need to be clearly identified by the school and all staff must be made aware of how to manage their behaviour. These children will be required to have a 'Personalised Behaviour Plan' in which their triggers, actions and support are recorded in detail (see [Appendix B](#)). The class teacher, Inclusion Manager and LSA will all be involved in creating this document, which will be shared with the rest of the staff and the child's parents. The Personalised Behaviour Plan (PBP) will be reviewed regularly and further developed where necessary. Our aim is always to support the child so that they eventually do not need a PBP.

## **Squads, teams, pupil responsibilities and rewards**

At HJS pupils will have opportunities to be involved in a variety of squads, teams and events. They will also take on roles and responsibilities like school council and house captains, which are an important aspect of the school community. Pupils must remember it is a privilege to have these additional responsibilities and therefore must act as positive role models who uphold and respect the school rules and support its ethos. If a pupil with these privileges fails to comply with these expectations, then these privileges may be removed. This can happen at any time but will always be given with a clear reason.

## **Exclusions**

### **Internal Exclusion**

An internal exclusion may be considered for any of the following unacceptable behaviours:

- Acts of physical or verbal aggression
- Racist or homophobic language
- Using equipment dangerously
- Consistently ignoring instructions
- Consistently affecting the learning of others
- Bullying
- Repeatedly swearing

Parents will be informed if their child has been internally excluded and may be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes and the allocation of a behaviour mentor. Targets will be agreed at the meeting and a review date set.

Our aim is to take supportive steps and a restorative approach. This may involve working with the child/ren encouraging them to give their sides and facilitate a resolution.

External advice may be sought if appropriate such as educational and child psychologists.

### **Fixed Term or Permanent Exclusion**

The decision to exclude is taken very seriously and considered only when all other possibilities have been exhausted. This will be in strict accordance with policies and practice laid down by Richmond upon Thames and DfE guidelines.

### **Use of reasonable force**

The term 'reasonable force' covers the broad range of actions used by teachers that involves a degree of physical contact with pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following scenarios highlight some reasons for the possible need for reasonable force:

- to remove a disruptive child from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Following any physical intervention, the member(s) of staff involved will be required to complete the 'Restraint documentation' which outlines the reason for Reasonable force and the actions taken. Parents will always be informed if a pupil is restrained or force has been used.

\*N.B. If a child continues to demonstrate exceptional behaviour they will also be sent to the year group behaviour lead to celebrate their achievements.

## Honey Pot

Child will move on to honey pot if they have demonstrated exceptional behaviour and academic achievement \* At this point, the child may see their behaviour lead to celebrate their success.

## Top Banana

Child will move on to top banana if they have demonstrated outstanding behaviour and academic achievement \*

## Bee's Knees

## Good Job

If a child has been working really hard, been polite or generally lovely they can move their name to this card.

## Reminder

Following a verbal reminder, children are to move their name on to the yellow warning card.

## Playtime reflection

Children to stay in for a period of time. This will need to be with the class teacher!

## Sent to .....(see chart on wall)

Children to be sent to the Senior Leader for this year group!

## Head of School

Child to be sent to the head of school.

**Appendix B (please ask the SENCo to complete this form with you)  
To be completed after three report cards.**

Child's name:		Date:	
Class teacher:		Review date:	

Target behaviour	
Target behaviour	

Triggers	Thinking ahead

Personal Behaviour Procedure	
Step 1	
Step 2	
Step 3	

Praise / Positive Reinforcement

## Appendix C

### Report Card

Name of Child \_\_\_\_\_

First day of the report card: \_\_\_\_\_

Please score my session

1

2

3

Lots of wrong choices

Fantastic behaviour

Day	Session 1	Break	Session 2	Lunch	Session 3	Session 4
One						
Two						
Three						
Four						
Five						
Comment by Head of School / Senior Leader						
Comment by child:						

Hive Reflection Sheet

Name of child:

Date:

Reflection

Child to reflect on why they are in the HIVE. They can write or draw their response.

Golden Rules

Ask the child to rate their behaviour.  
1 = extremely poor  
10 = exceptionally good

Be kind to others

1 2 3 4 5 6 7 8 9 10

Be a good listener

1 2 3 4 5 6 7 8 9 10

Be hardworking and challenge yourself

1 2 3 4 5 6 7 8 9 10

Be respectful to yourself, other people and your environment

1 2 3 4 5 6 7 8 9 10

Be responsible

1 2 3 4 5 6 7 8 9 10

