# Behaviour Policy

## Hampton Lakes Primary School

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| **Policy last reviewed:** | September 2026 |
| **Next review due:** | September 2027 |
| **Member of staff responsible:** | Mr Robert Graham |
| **Ratified by:** | HL LGB |

## 1. RATIONALE (from Hampton Academies Trust Statement of Vision and Values)

Hampton Lakes promotes and expects the highest standards of a child's behaviour in order to ensure that high quality learning can take place and so that all children can feel happy to come to school.

Hampton Lakes Primary School has a positive ethos which emphasises respect, responsibility and participation; we place a high emphasis on establishing positive relationships with children, based on honesty and fairness; everyone is expected to behave with courtesy and good manners.

We employ a range of rewards and sanctions in the management of pupil behaviour; these are reviewed regularly and published to children and their parents. Our rewards and sanctions reflect and reinforce the ethos of Hampton Lakes Primary School.

Bullying is not tolerated - this is made clear to all children each year through both explicit and discreet teaching. We use a number of strategies to combat bullying, including the use of peer mentors, contracts of behaviour and the use of 'restorative justice' (enabling those exhibiting bullying behaviours to understand why the behaviour was so serious and to enable him/her to try to make amends to the victim).

## 2. CONSULTATION

This policy will be reviewed by the Full Governing Body.

## 3. ROLES AND RESPONSIBILITIES

**3.1.** The Head of School has responsibility for ensuring this policy is implemented and for reporting to governors on its impact.

The Head of School is responsible for any exclusions from school and for informing parents, the local authority and governors in accordance with DFE regulations.

**3.2**. Staff, parents and children all have a role to play in ensuring positive behaviour at Hampton Lakes Primary School.

### 3.2.1. Staff have a responsibility to

- Model the attendance, punctuality and behaviour expected from children;
- Treat children and parents/carers with respect;
- Ensure good quality teaching and to promote an enjoyable, engaging and stimulating classroom experience;
- Keep children safe from bullying or harassment in any form;
- Help ensure a quiet, calm atmosphere in the classroom and around the school;
- Support the provision of a clean and pleasant working environment;

- Apply rewards and sanctions in a prompt, fair, transparent and consistent manner and without discrimination;
- Take responsibility for developing their skills in managing behaviour.

**3.2.2. Children have a responsibility to**

- Treat all members of the school and the wider community with respect;
- Take responsibility for their own learning in school and at home and to aspire to reach their potential;
- Behave in a considerate and thoughtful way in lessons, around school and in the wider community, at all times;
- Maintain high standards of appearance, in accordance with the School Uniform Policy;
- Attend school regularly and punctually;
- Respect the school environment.

**3.2.3. Parents have a responsibility to**

- Ensure their child attends regularly, punctually equipped for school and in accordance with the School Uniform Policy;
- Reinforce messages regarding expectations of good behaviour, conduct and discipline and to support the school in preventing repetition of unwanted behaviours;
- Reward personal achievement and good behaviour;
- Attend meetings and events at the school that support learning and ethos.

**3.2.4. Governors have a responsibility to**

- Ensure that the school's behaviour policy is not discriminatory, is communicated to all relevant stakeholders and is effective in supporting good teaching and learning;
- Listen to the views of children, parents and staff in keeping the policy under review and when making amendments;
- Set the ethos, aims and values of the school.

## 4. REWARDS AND SANCTIONS

### 4.1. Equality

The law expects schools to take into account a child's individual circumstances and to avoid discrimination on any grounds. For example, the Disability Discrimination Act 1995 and the Equality Act 2010 create a duty to take reasonable steps to ensure that disabled children are not placed at a substantial disadvantage in comparison with those who are not disabled; this imposes a duty to make 'reasonable adjustments'.

Hampton Lakes Primary School strives to apply rewards and sanctions fairly and consistently, believing that this approach reflects true equality. However, adjustments may be made if a child's disability or development limits their understanding of the consequence of his or her actions or if staff feel that the child's safety may be compromised.

### 4.2. Rewards

Fundamental to the maintenance of a positive ethos at Hampton Lakes Primary School is the consistent use of a rewards system, which identifies and celebrates a wide range of achievement, including contribution to school life. Research has demonstrated that sanctions and punishment alone will not have the desired effect of promoting good behaviour and conduct.

Rewards at Hampton Lakes Primary School include use of verbal positive praise; stickers and sticker charts; Class Dojo; informal good news discussions with parents; themed awards for each key stage; Star of the Week awards; and celebration assemblies.

### 4.3. Sanctions

Sanctions applied at the school include verbal reprimand and discussion; time out of the classroom; time out with another teacher; referral to key stage leaders or Head of School; discussion with parents; internal exclusion; fixed-term and permanent exclusion.

The Positive Conduct and Relationships Guide provides more detail on how rewards and sanctions are applied. This document is updated annually and is regularly discussed with staff, children and parents.

#### 4.3.1. Confiscations

Under the terms of the Hampton Academies Trust Code of Conduct and the law, children are prohibited from bringing onto the school site, or having in their possession when in school uniform or on an organised school visit (residential/non-residential) various items and goods.

Legally prohibited items are as follows: illegal drugs; alcohol; weapons; knives and other dangerous items inappropriate for school and likely to cause harm to others; stolen items; cigarettes, tobacco or e-cigarettes.

In addition, the school does not allow the following items as they are not considered to be conducive to effective teaching and learning and the maintenance of good discipline: quantities of food and drink for distribution and self-profit; material of a racist, sexist/sexual or homophobic nature; aerosols and inappropriate clothing or jewellery.

Mobile phones, iPods, MP3 players and cameras should not be used in school. These items will be confiscated if they are seen.

(Confiscations are usually returned to the child at the end of a school day; parents may be asked to collect electrical equipment if confiscated in school.)

### 4.3.2. Confiscations of prohibited items – key points

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives must always be handed over to the Police.

## 5. MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF

Hampton Lakes Primary School will investigate any accusation, made by a child, against a member of staff. Where the accusation is found to be malicious, the child is likely to receive a very serious sanction.

## 6. SUPPORT FOR BEHAVIOUR IMPROVEMENT

Whilst the behaviour of the vast majority of children is excellent, there are some pupils, who for various reasons, disrupt learning and can be challenging around school. Hampton Lakes Primary School is committed to trying to modify this poor behaviour and to enable children to make positive choices in terms of their conduct and learning. Where the behaviour of a child gives rise to concern, they may be placed on various types of support to help improve behaviour and to enable effective monitoring. Details of the types of support used by Hampton Lakes Primary School can be found in the Positive Conduct and Relationships Guide.

Each month, the behaviour of individual children is monitored carefully and pupils will be identified according to their level of need. Where necessary, support plans will be put in place to help improve the behaviour of a child, with parents invited into school to help formulate the plan.

## 7. BEHAVIOUR BEYOND THE SCHOOL GATES

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives the Head Teacher a specific statutory power to regulate a child's behaviour in these circumstances 'to such extent as is reasonable'.

A child may be disciplined for any misbehaviour when the child is:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school;
- Poses a threat to another child or member of the public;
- Undermines the authority and position of a member of staff.

## 8. MONITORING AND EVALUATION

The Governing Body will evaluate the impact of this policy by receiving data from the Head of School analysed by year group, ethnicity and gender on:

- Fixed term and permanent exclusions (including reasons);
- Trends in the numbers of identified rewards and sanctions.

## 9. EXCLUSIONS

School policy is informed by *'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE June 2012)* ("**DfE Guidance**").

For serious incidents of poor behaviour (such as verbal or physical abuse to another member of the school community), the Head of School may resort to excluding pupils, either for a fixed term or permanently. Persistent lower level disruption may also result in fixed term exclusion. All exclusions are monitored by the governing body each term and the Executive Headteacher on a half-termly basis.

Where an excluded child is due to sit an external examination, suitable arrangements will be made to ensure the pupil can still sit the examination.

The school is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief. For disabled pupils, the school will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Before taking an exclusion decision, the Head of School will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil;
- what additional support or alternative placement may be required for a pupil with an EHC Plan or a looked after child; and
- that the permanent exclusion of a pupil with an EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

The decision to exclude will only be taken for a disciplinary reason and all exclusion decisions will be formally recorded.

### 9.1 Actions Taken Following a Serious Incident

- The pupil is kept under direct Senior Leadership Team (SLT) observation during the investigation.
- Written details of the incident are collected from those involved before any decision is made.
- The parent/carer is telephoned by a senior member of staff to outline the incident.

### 9.2 Fixed Term Exclusions

If a decision is taken to exclude a pupil for a fixed term:

- The Head of School calls home to discuss the fixed term exclusion with the parent and a letter is posted home, outlining the incident and the length of the fixed term exclusion. The parents' right to make representations about the exclusion to the governing body is highlighted.
- A meeting is set up for the parent/carer and pupil to attend on return from exclusion, with a senior member of staff.

Following this meeting:

- The pupil is reinstated;
- The pupil will be placed on a behaviour support plan;
- A contract may be drawn up for their readmission;
- Behaviour support and 'reasonable adjustments' will be reviewed;
- Where appropriate, an apology is given to the member or staff or other pupils involved;
- A record of the exclusion and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the governing body will meet to consider reinstatement of the pupil if the fixed term exclusion would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term.

If requested to do so by parents, the governing body must consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term.

### 9.3 Decision to Permanently Exclude

Permanent exclusion should be a last resort and will usually be taken in response to:

- A serious breach, or persistent breaches, of this 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.

(Such strategies would include school-based interventions and/or the involvement of external agencies).

The National Standard list of reasons for permanent exclusions is:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent, disruptive behaviour
- Other (only in exceptional circumstances)

### 9.3.1 Permanent Exclusion Report

When the Head of School decides to permanently exclude a pupil the Executive Headteacher must be informed and the governing body must set up a Disciplinary Committee to review the case. In advance of the Disciplinary Committee the Head of School will prepare an exclusion report which explains why the pupil was excluded.

The report will include:

- A profile sheet including basic information about the pupil
- An overview of the case including a detailed account of the reason(s) for the exclusion
- Confirmation that the current DfE exclusions guidance has been adhered to
- Where relevant, details of any behaviour modification strategies which have been used
- An indication of how the sanction applied is consistent with the school Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- In the case of a pupil with SEN, or a looked-after or disabled pupil, that the relevant DfE guidance was considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

### 9.3.2 Permanent Exclusion Procedure

DfE Guidance clearly explains the procedures to be followed if exclusion is applied. These procedures must be followed precisely. The services of a properly trained clerk are secured for exclusion hearings.

**General Duties**

1. The school shall act, and shall ensure that the Head of School shall act, in accordance with the law and the DfE Guidance.

2. Without limiting the generality of paragraph 1, the school shall ensure that the Local Authority is informed of an exclusion in the circumstances required by the DfE Guidance.

3. The school shall ensure that in carrying out their functions the Head of School, the Governing Body and any Independent Review Panel (established in accordance with paragraph 5) have regard to the DfE Guidance.

**Independent Review Panels**

4. In accordance with DfE Guidance, the school shall carry out its functions to establish and manage the appeal procedure for exclusions.

5. Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The school shall arrange suitable training for appeal panel members and clerks. Where requested by the parent, an SEN expert will be appointed by the school to advise the Independent Review Panel.

6. The Independent Review Panel's decision is final and binding on the school. A parent may seek a judicial review of an Independent Review Panel's decision. A parent may not, however, appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

### 9.3.3 Parents' Responsibilities

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

### 9.3.4 Continuing Education during the Exclusion Period

For the first five days of a fixed term exclusion, the school will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a fixed exclusion of six days or longer the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions the school will set work as described above for the five days following a permanent exclusion.

The Head of School may impose a fixed-period exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion follows a five day fixed-term exclusion, the responsibility of the Academy for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

### 9.3.5 A Managed Move to another School

Once the Head of School has decided to permanently exclude a pupil, a managed move to another school may be proposed by the Pupil Referral Service and can be actioned if both the parents and Head of School are in agreement. If a managed move is rejected by the parents, the Head of School will put this in writing to them so that there is evidence that the strategy was suggested if a permanent exclusion is imposed at a future point.

### 9.3.6 Re-instatement

If the pupil is to be re-instated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The school will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

## 10. NON-COMPLIANCE WITH SCHOOL UNIFORM

We believe it is important that children wear the correct uniform to school. Pupils who do not wear their uniform will be spoken with, and if this presents as a persistent breach of uniform rules it may give rise to disciplinary sanctions being imposed, and their parents being contacted.

## 11. ADDITIONAL DOCUMENTATION

- Anti-Bullying Policy
- Positive Conduct and Relationships Guide
- Equal Opportunities Policy
- SEND Policy
- Drugs Policy
- Home School Agreement

**APPROVED BY GOVERNORS:**

**…… …… ……**

**SIGNATURE NAME DATE**

**Appendix A**

**Hampton Lakes Primary School Behaviour**

At Hampton Lakes Primary School we expect high standards of behaviour at all times. Children have the right to learn and staff have the right to enjoy their working day.
It is important that we recognise there is always a reason for poor behaviour and that everyone can improve.
We strive to create an environment that promotes positive behaviour and attitudes towards learning and as such there are many opportunities to reward our children:

- Verbal Praise: Praise for good work, trying hard, achieving, being helpful and kind
- Wow Awards:  Public recognition of work out of school for example, sports, clubs, challenges
- Head of School Awards: Achievement Assembly
- House Points (Class Dojo): Collective approach to achievement, celebrated by individuals initially followed by a collective
- Lunchtime Awards
- Stickers
- Attendance Awards: Termly recognition of 100% attendance and improved attendance.

**Sanctions**

| Proud to be Green | Behaviour is distracting – Ask to stop | Behaviour continues to distract – Risk of removal | Behaviour has a negative impact on learning – Removal from class |
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| Behaviour is your responsibility…it's | Up | To | You |

- The policy will also include a 'positive relationships' policy based on the work of Paul Dix.