# The Humberston Church of England

# Behaviour Policy

**September 2026**

Adopted by Governors June 2025
Next Review September 2027

# Behaviour Policy

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

## OVERVIEW

The Bible teaches us that God wants us to honour, value and support each other, unlocking our possibilities so that we can make a positive difference in the world. It tells us he will be there with us as we strive to do this, giving us strength and support to make wise choices and helping us move forwards when we make mistakes. In our school, when we make mistakes, we learn from this together and move forwards. We strengthen each other and trust each other to make wise choices. We are always there for each other, in times of joy and in times of challenge. Together, we make a positive difference in God’s world.

Through our PSHE and RHE curriculum and Christian Values of Compassion, Peace, Service, Unity, Perseverance and Courage, we teach children the skills of conflict resolution, positive relationships and disagreeing well, alongside instilling a sense of responsibility and pride in themselves. We teach children the skills needed to be resilient in times of difficulty.

High standards of behaviour are expected and promoted at all times in lessons, during break times and throughout every aspect of school life. All members of staff will set and model high standards and learners will be given clear guidance on what is expected of them. The school rules will be shared and followed by all and rewards and consequences will be used to underpin and reinforce positive behaviour. Rewards will primarily be focussed on intrinsic value to help foster a sense of pride within a child, and will be enhanced with motivational rewards. We will work in partnership with parents to ensure that the school’s vision and values become central to the lives of the school community.

## AIMS

1. For each member of the school community to make a positive difference to ourselves and others in order to be happy, safe and secure.
2. To ensure that all children and staff are treated fairly and shown respect in order to promote positive relationships.
3. To develop our children’s understanding of how good citizenship is based upon positive behaviours and develop positive connections with themselves and others.
4. To develop our children’s abilities to appropriately manage and regulate their own feelings and behaviours.
5. To teach all to be compassionate and responsible for their actions and choices, accepting the consequences, thus preparing them for their future.

# STRATEGIES

The Humberston Way is the way in which we expect every member of our school community to live, work and play together. Our 4 simple Golden Rules below will be displayed in all classrooms and promoted at all times by staff and children.

**The Humberston Way**
**Be Safe – Be Respectful – Be Ready – Belong!**




We believe that every child deserves a champion... an adult who will never give up on them. The children who demonstrate the most negative of behaviours often are the most in need of our empathy. We equally acknowledge that everyone has the right to work in safety without threat or fear. We therefore have a policy that is rooted in responsibility, kindness and care while clearly giving a structure for supporting unwanted behaviour.

The school is a hub of developing behaviours. A place where everyone enters with a set of pre learned strategies to cope with situations or environments. As adults, in the ever changing school environment, we must build a consistent routine that children can build their learning behaviours on.

Everyone should believe that they belong to our school and that they can become great learners. To create this belief, we foster a visible kindness through the application of consistent and predictable approach.

We believe that we can teach great learning behaviour to all children.

As a school we believe that great behaviour is an essential in realising the learning potential we can unlock for any individual. Everyone behaves differently as we have all had different individual

experiences. The key to great behaviour is meeting the individual need of the child - separating poor behaviour from the child and deliberately teaching new routines. To succeed in this challenge is our responsibility as educators.

Just like reading, writing and maths, social skills and learning how to get along with others needs to be learned and consistently refined in order to give pupils life long skills, which can be taken into adulthood. Explicit lessons will be focussed on teaching the skills needed in order to socialise with others in a respectful way. This teaching will be complimented by modelling behaviours expected and through targeted behaviour and social group interventions.

It is understood that pupils will face relationship conflicts throughout their time at school, and it is these experiences which give our children the tools to develop their social skills and awareness of others. School staff will support pupils through these conflicts in order to learn from past mistakes and move forwards with positive outcomes. Conflict resolution skills will be taught to pupils and they will be supported with this throughout the day and at breaktime with support from our pupil Wellbeing Warriors.
As part of the curriculum, children will be taught Relationship Education, which will explore a range of skills surrounding friendships and managing disputes.
Children will be encouraged, through daily interactions, to be polite, respectful, well-mannered and well- behaved following our Golden Rules.

**Procedure for dealing with conflict resolution**
Adult intervenes to stop the behaviour and administer first aid if needed

- Relax - Children are given time to calm down so they can express themselves calmly.
- Review - Adults investigate and discuss the incident with the children involved
- Reflect - Children reflect on what they could do differently next time
- Repair - Consequences are then given if needed, and explained to the child. Apologies made.

Each member of staff will be responsible for ensuring the good behaviour of the children in their own care and to work collaboratively as a team to promote positive behaviour as a school. Consequences and Rewards **(see appendix A)** will be used consistently by staff to encourage and promote positive behaviour.

## Responding to unwanted behaviour

Whilst consistency is essential to creating a safe and predictable environment for pupils, a universal behaviour policy is unlikely to be beneficial for all pupils all of the time, therefore, if pupils need more intensive support with their behaviour, the approach may need to be adapted to individual needs through the use of a personal behaviour plan.This does not mean, however that expectations are lowered. This can be achieved by teaching individuals specific and desirable model behaviours that will enable them to self-regulate.

Where a member of teaching staff would like support with a behaviour issue or problem, they will discuss it with the Behaviour Leads and/or a member of the SLT or Head Teacher who will agree an appropriate strategy of help and support.
Parents will be involved at an early stage where a learner is experiencing difficulties with behaviour. The ABC model (Anticedant, Behaviour, Consequence) may, where appropriate, be used to review incidents of repeatedly unacceptable behaviour to identify potential triggers and causes of the behaviour. A personalised behaviour plan can then be formulated using this information and shared with all staff and parents in order to modify the identified behaviours.
When there is a serious problem with a learner's behaviour, the Deputy Head / Head Teacher will, where appropriate, decide to involve outside agencies. These agencies could include Educational Psychologists, The Child Development Centre, Behaviour specialist teachers based at alternative provision schools, The Behaviour and Attendance Collaborative (BAC), Early Help Family Practitioners, School Nurse, Clinical Psychologists, Young Minds Matter / Navigo and Compass Go social and emotional link officers.

In extreme cases, a learner's behaviour or failure to respond to help, support and other sanctions may result in the child receiving a fixed term suspension from school for a number of days by the Head Teacher in accordance to the DFE Statutory Guidance for Exclusions. This is to be considered a last resort. If these extreme cases do not improve, the child's case may be presented to the BAC panel for discussion regarding further strategies or longer term or permanent exclusions.

**Our commitment to developing and understanding behaviour**

We will publicise great behaviour which leads to great choices. We will avoid behaviour tallies on the board – Where possible, we praise publicly and discipline privately.

We will not undermine our own authority by passing on responsibility. We will seek support where necessary to show the child we are a team by standing together. The support will be a unified front in promoting high expectations - not disempowering adults by showing the children there are individuals in school with more "power".

Our approach should be therapeutic in nature, identifying and addressing the barriers and giving opportunities for understanding and development.

We ensure the good planning of engaging and relevant lessons. Deep consideration of the delivery method is fundamental. A teacher should not be the hardest worker in the room at the point of delivery.

Core routines initiate productive responses in children. Instilling core routines into the daily life of the classroom should be positively modelled, reminded and reinforced on a daily basis.

## OUTCOMES

This policy will promote the inclusive ethos of the school. It will ensure that children and staff feel valued, safe and happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote our high standards, high expectations and Anti Bullying Policy.

## Appendix A: Rewards and Consequences:

**Rewards**

Within school, we place great emphasis on creating and sustaining a positive ethos rooted in kindness. We teach children to make a difference by taking pride in their behaviour and model the behaviours expected at all times. The foundation of all rewards is based upon positive relationships and a sense of intrinsic pride.

**Keys**
Each child will receive a Key chart at the start of the school year, which is divided into Bronze, Silver, Gold and Platinum awards. Children may be awarded a 'key' by any member of staff for making a difference through their efforts and achievements with their school work or with their social skills and positive behaviour. Keys will serve as a visual reminder of their success. On completion of each level, the child will receive a certificate in our celebration worship and will get to spin the wheel of possibilities to potential win a small prize.

**Pop Tickets (Padlock of Possibilities)**
Pupils can earn Pop Tickets for unlocking new possibilities for themselves. This includes completing homework and conducting jobs and responsibilities around school. Pop Tickets are placed in a class box and a special prize draw will be held in a celebration worship at the end of each term. One winning Pop Ticket from each class will be selected at random. All of the classes Pop Tickets will then be put together into one big pot and one will be drawn out to receive the whole school Star Prize.

**Class Points**
At the start of a year, the class agree with their teacher some class goals. These goals are written on sticky notes which cover up a poster of a class treat. A sticky note is removed after each goal is complete, revealing the class treat. Class treats are based on an enjoyable experience such as a baking, craft or sports afternoon.

**Teacher Mail**
These are little notes sent home to a parent celebrating any little successes for a child.

**Head Teacher Awards**
Teaching staff may wish to share a pupils' achievements, either academic or personal, with the Head Teacher, who will present the child with a special head teacher's award to take home and share with their parents.

**Making a Difference - Hall of Fame**
Each term, parents can nominate their child to be celebrated on the school's website and office entrance wall for any positive differences they have made to themselves or others at home or in the community.

**Vision and Values Award**
Children and staff will nominate each other for this weekly award which is given to pupils who demonstrate our vision or values in action.

**Star of the Week**
Each week, teachers will identify one pupil from the class whose efforts or achievements have shone above and beyond. The chosen child from each class will be announced in the weekly celebration worship, in which parents of the child will be invited to attend. This award is for children who have gone above and beyond with their efforts and behaviour and is not for children

who have managed to 'hold it together for a few days'. They can have Star of the Week when they deserve it like the other children.

**Celebration Worship**
Each Friday, the whole school will come together to explore our vision, celebrating the possibilities our pupils have unlocked and the differences they have made.

## Consequences

Where a child's behaviour falls short of the Golden Rules, incidents will be investigated and consequences may be deemed appropriate. Consequences are issued at the discretion of the school and will not be negotiated or revoked, however staff will use their own professional judgement to issue consequences proportionate to the severity of the incident and age of the child. Children will often be given verbal warnings prior to consequences being given but this is not always appropriate, particularly with incidents involving intentional physical harm. Consequence may include but are not limited to;

- Verbal advice and warnings where appropriate.
- Putting things right EG – tidying the mess made, repairing damage.
- Minutes of or whole break times/ lunchtimes missed (Time Out).
- Catching up on school work during break time
- Multiple days of missed breaks and lunchtimes (Time Out).
- Missed free choice time in class.
- Temporary or permanent removal of special responsibilities and priviledges.
- Working in a different classroom for part or whole of the lesson
- Isolation from the class for whole day/s.
- Ban from participating in certain activities.

## Red Cards: (Appendix B)

- Red cards are not a consequence in themselves but serve as a visual reminder and prompt for children to make good choices and enable school to track and monitor incidents of concern.
- Red cards are given for serious behaviours intended to cause upset, harm or damage.
- When red cards are given, parents and SLT will be informed and a suitable consequence will be given.
- When a child has been given a red card 4 times, they are to be sent to the Behaviour Leads who will talk through any problems and put in place any help to prevent the child gaining another card.
- When a child is given a 5th red card, they will be sent to S.L.T and given a report card, which they must show S.L.T at the end of each day. In KS1, the report card is a black and white picture with a number of segments to colour in. The child has to demonstrate good behaviour in order to earn pieces of the picture to colour in. The child will visit a member of the Senior team each day to check on their progress. Once the picture is completly coloured in, the child will no longer be on report. In KS2, the children earn up to 15 points each day for good behaviour. Once the child has reached 70 points in total, they no longer need to report to a senior staff member on a daily basis.
- When the 6th red card is given, a standard letter is sent to parents informing them of the problems their child is having. Parents will be offered to opportunity to

discuss ways in which they can help and support their child in making the right decisions.

- For some children who exhibit more challenging behaviour, a more appropriate strategy will be developed in line with the behaviour policy. This will involve parents, teachers, support staff and the Head Teacher. On occasion it will involve the support and guidance of outside agencies such as the Educational Psychologist, Child Development Centre,Early Help, School Nurse and Behaviour specialists located at My Space and Broadening Horizons.
- Behaviour incidents will be recorded on Arbor.

For any behaviour that is an immediate cause for concern, the Head Teacher will be involved and the parents immediately informed, either by phone or letter, or both.
Appropriate sanctions or strategies will be imposed on the child.
For some children, fixed term or permanant exclusions may be a necessary course of action. Governors will be involved/notified at this stage.

Appendix D

**Positive Handling appendix**

At times, there may be a need to safely handle a child. This will only be done as a last resort if the child is not safe or there is a risk to the safety of others, significant damage to the environment or significant disruption. We have trained members of staff in the Team Teach approach which relies heavily on de-escalation techniques

This appendix takes into account the Circular 10/98 (section 550A of the Education Act 1996) as well as the DfE guidance on the use of restrictive Physical Interventions for staff working with children who display extreme behaviour.

The key to positive handling in this environment is;

- Physical intervention used by staff must be in accord with the idea of reasonable force and used only as a last resort once all other strategies have been exhausted.
- Staff need to be clear that there is no reasonable force definition. Each and every individual situation will be considered as to whether the factors in play warranted the force employed.
- In each incident staff must be able to show that the degree of force employed is appropriate to the level of challenging behaviour presented or the consequences it is intended to prevent.
- Physical intervention must be set in the wider context of education and behaviour management. It must not be seen as an isolated technique.

Our aim is that for the majority of time there will be no need for physical interventions and other methods will be employed to de-escalate situations.

The legal context
Section 550A of the Education Act 1996 led to Circular 10/98 which sets the guidelines for the use of reasonable force.

A calm and considered approach is needed at all times. When circumstances justify, staff can:

- Physically interpose between pupils.

- Lead or guide a pupil.
- Shepherd a pupil away by placing a hand on the centre of the back.
- In more extreme circumstances the use of more restrictive techniques as demonstrated and advised during Team Teach training.
- Any necessary action consistent with the concept of reasonable force.

**Monitoring, evaluation and review.**

As soon as reasonably possible, after an incident, staff need to fill out an incident form within the session (or as close as possible). The form needs to be passed to a member of the Senior Leadership Team who will provide a debrief for them and check on the welfare of all concerned. Discussions with parents should be made on the day of the incident. When time has passed and both staff and child are ready, a debrief needs to take place between them and this should include discussions about future strategies and reflection time. If a positive handling plan is not already in place, one should be created.

Termly monitoring of incident reports need to be completed by the Senior Leadership team / SEN to identify any repetition of behaviours or similarities in triggers.