

Hampstead Primary School

Behaviour Policy

School vision

Our students will be "Powerful, self-directed learners who belong, believe and achieve."

Our commitment is to provide engaging and rich learning experiences for every student that enable them to be the best learners they can be.

Behaviour agreement

At Hampstead Primary School every student has the right to feel safe and happy. Our Student Behaviour Management Policy processes exemplifies our school community's shared values of Care, Respect and Personal Growth.

Hampstead Primary School is consistent, firm and fair when applying consequences. Our goal is to promote positive behaviour to ensure positive learning outcomes. Students are consistently encouraged to make responsible choices for positive behaviours.

Hampstead Primary School is a Restorative Justice school and aims for students to discuss their concerns and behaviour promoting resilience and learning how to bounce back from life's challenges.

As a result, both staff and student have responsibilities to:

Staff responsibilities	Student responsibilities
<ul style="list-style-type: none"> Follow school expectations and procedures Use a restorative justice approach Model and acknowledge positive behaviour Differentiate learning Provide an engaging and relevant curriculum Provide a supportive classroom environment Be consistent and fair with all decisions Develop and maintain classroom routines and structures Provide and support opportunities for students to discuss and resolve issues Maintain open communication with parents/caregivers to achieve best possible outcomes 	<ul style="list-style-type: none"> Respect others and their property Follow school values and expectations Follow reasonable instructions from staff Care for the school environment Acknowledge, learn from and accept consequences for inappropriate behaviour Play and work safely Use appropriate strategies to solve problems Be kind and treat everyone fairly Wear correct school uniform

At Hampstead Primary, we value:

Respect	Personal growth	Care
Students and staff respect and value differences, the worth of one another as well as the environment. Students support each other by respecting each other's opinions, cooperating with each other and treating others how they like to be treated.	Students set the goals they would like to reach and work towards being the best person they can be. Students are encouraged to develop resilience, a growth mindset and to try their best.	Students and staff look out for the wellbeing of others and the environment. We make sure that everyone is valued and feels safe within the school community. Students are considerate of other's and are provided with opportunities to work collaboratively.

School responses to behaviour	
Positive behaviour	
Positive behaviour is recognised in a variety of ways and may vary from class to class. At Hampstead Primary School, we have a number of whole school strategies that support individuals, classes and whole school positive behaviours.	
<p style="text-align: center;">Whole school</p> <p>At a whole school level, this includes:</p> <ul style="list-style-type: none"> • Care, personal growth, respect, science, perseverance and attendance assembly awards • Newsletters • Events such as excursions and incursions 	<p style="text-align: center;">Classroom</p> <p>At a classroom level, this includes:</p> <ul style="list-style-type: none"> • Verbal/non-verbal praise • Special class or yard activities • Positive charts/points system • Class rewards • Golden statements
Minor behaviour	
Consequences will be dealt with on an individual basis. A minor behaviour is often teacher managed and includes:	
<ul style="list-style-type: none"> <li style="width: 50%;">• Not responding to instructions or signals <li style="width: 50%;">• Ignoring rules, routines or agreed procedures <li style="width: 50%;">• Annoying or distracting others <li style="width: 50%;">• Talking at inappropriate times <li style="width: 50%;">• Moving around the school unsafely <li style="width: 50%;">• Not settling to work quickly <li style="width: 50%;">• Not caring for our environment <li style="width: 50%;">• Back chatting when corrected or disciplined <li style="width: 50%;">• Using equipment unsafely <li style="width: 50%;">• Teasing using unkind words or putdowns <li style="width: 50%;">• Not keeping hands/feet to oneself 	
<p>Classroom</p> <ol style="list-style-type: none"> 1. Prompt 2. Re-direct 3. Re-teach 4. Provide choice <p>Actions may include:</p> <ul style="list-style-type: none"> • Goal setting • Movement, brain, sensory, food and interoception breaks • Calm down spaces • Restorative conversations • Letter of apology • Reflection note • Time out in class/office • Parent contact • Community service • Catch up learning time 	<p>Yard</p> <p>These responses may include:</p> <ul style="list-style-type: none"> • Restorative conversation between students directed by teacher • Walk with teacher • Community service • Office timeout • Reflection note • Sit out for 5 minutes • Apologising • Lose playtime
Major behaviour	
A major behaviour is usually leadership supported and includes:	
<ul style="list-style-type: none"> <li style="width: 50%;">• Using bullying or intimidating behaviour <li style="width: 50%;">• Swearing or being verbally abusive with intent to insult or harm <li style="width: 50%;">• Throwing objects with intent to hurt or damage <li style="width: 50%;">• Fighting or being physically abusive <li style="width: 50%;">• Spitting with an intent to insult <li style="width: 50%;">• Deliberately misusing or damaging property <li style="width: 50%;">• Making racial, gender, homophobic or sexual remarks <li style="width: 50%;">• Repeated minor behaviours <li style="width: 50%;">• Going out of bounds or leaving school without permission 	
This will involve any or a combination of the following processes:	
<ul style="list-style-type: none"> <li style="width: 50%;">• Alternative designated play areas <li style="width: 50%;">• Internal/external suspensions <li style="width: 50%;">• Behaviour plans <li style="width: 50%;">• Take home <li style="width: 50%;">• Ready to learn plan <li style="width: 50%;">• Exclusion <li style="width: 50%;">• Office time out <li style="width: 50%;">• Involvement of DfE support services <li style="width: 50%;">• Student/parent/teacher meeting <li style="width: 50%;">• Involvement of external support agencies <li style="width: 50%;">• Parent/leadership meeting <li style="width: 50%;">• Contact SAPOI 	

Hampstead Primary School
Behaviour expectations - building a positive school culture

	Personal Growth	Respect	Be responsible	Care
All the time	<ul style="list-style-type: none"> wear school uniform wear appropriate footwear be organised and settle to work quickly and stay on task look for ways to improve learning set goals either on your own or with an adult and work towards them believe in ourselves and have a go at new things persevere at tasks when faced with difficulties take steps to solve problems ask for help if needed follow class routines and procedures keep track of personal items eg jumpers, hat, lunchboxes participate and be involved in activities 	<ul style="list-style-type: none"> listen actively wait for others to finish before talking take turns and allow others to have a go listen to and acknowledge the ideas of others if we disagree, do it in a calm safe way keep our cool and work to control our feelings look after the school and others' property and equipment keep hands and feet to ourselves use tone and volume that matches the situation speak clearly, use 'please', 'thank you' and 'excuse me', 'I'm sorry that was an accident' respect the rights of students and staff attend school punctually and regularly 	<ul style="list-style-type: none"> respond quickly to signal and instructions move around school safely and quietly during transitions or class changes eg finishing a specialist lesson with a specialist teacher be truthful and see your part in every situation use equipment the way it is meant to be used follow the agreed rules for games and activities keep areas clean and tidy be waterwise be wastewise be on time for school and after recess and lunch times keep the toilets clean and use appropriately keep personal belongings in your bag/at home 	<ul style="list-style-type: none"> keep words and actions kind and free from hurt say sorry when our words or actions have hurt others share equipment use encouraging words to build one another up speak up when we see unfairness help others in need smile, be friendly
In lessons	<ul style="list-style-type: none"> participate and contribute in class discussions and activities work independently when required and ignore distractions complete class work, home learning 	<ul style="list-style-type: none"> raise your hand to speak then wait to be called upon allow others to work without interruption ask before borrowing or touching others' belongings or equipment use inside voices 	<ul style="list-style-type: none"> follow agreed classroom routines and rules return library books and other equipment after borrowing pack up equipment after use and return to its proper place tell the teacher if there is an unsafe, unkind or serious problem be punctual place bags in allocated area 	<ul style="list-style-type: none"> help the teacher if requested to set up and pack up
ICT	<ul style="list-style-type: none"> use technology only as a learning tool 	<ul style="list-style-type: none"> keep your hands on your device only 	<ul style="list-style-type: none"> walk with devices around the school in a safe way print with permission from the teacher using the camera only with teacher permission 	<ul style="list-style-type: none"> help pack up devices in a safe way
Outside play	<ul style="list-style-type: none"> wear a hat outside if we don't have a hat we will go to the shelter shed 	<ul style="list-style-type: none"> stay within the school safe boundaries use equipment safely and the way it was intended listen and respond appropriately to staff use nature play area as it was intended keep all loose parts materials in nature play keep sand in the sandpit help keep the yard clean – throw all rubbish in the bin look after the garden – allow plants to grow 	<ul style="list-style-type: none"> report to yard duty teacher unsafe or serious situations walk safely around school buildings follow a game's agreed rules only play safe games place rubbish in the correct bins be in the yard only when a teacher is supervising return any borrowed equipment to the sports shed/classroom after play eating any food outside during recess under the shelter shed climbing a tree no more than your height 	<ul style="list-style-type: none"> look after others if they are hurt share the playground equipment display appropriate yard behaviour
Before and after school	<ul style="list-style-type: none"> place bag neatly away by hanging up or placing on shelves hand in all notes to teachers get organised for the day 	<ul style="list-style-type: none"> on the bell go straight to the classroom play safely and follow school expectations 	<ul style="list-style-type: none"> arrive on time before 8:45am push bikes and scooters through the school grounds hand in any mobile phones or devices to classroom teacher at beginning of day find a teacher if pick up was not what I expected 	
Assemblies		<ul style="list-style-type: none"> show whole body listening during assemblies 		<ul style="list-style-type: none"> show appreciation by clapping after performance and guest speakers

Hampstead Primary School

Student Behaviour Referral Process

Response is: calm, consistent, brief, immediate, respectful and private

Observe problem behaviour

Can the problem be solved with the

No

Yes

is behaviour
needing
Leadership
support

Follow up for minor
behaviour response

Follow up for
major behaviour

Teacher Response

- prompt low key responses
- Re-direct and state the required expectation
- Re-teach by telling, showing, practising and acknowledging the expected behaviour

Teacher Response

- tell student the expectation they broke and what was expected behaviour
- Complete Major Behaviour Referral Form and send to office

Behaviour
Stops

Behaviour
continues

Positive verbal
encouragement

Choice Made

- Consequence needs to relate to behaviour

Classroom

- in class Reflection time then
- Leadership Support – referral form

Playground

- verbal warning
- walk with teacher
- Sent inside to leadership team

Leadership Actions

- Review or investigate incident/release teacher to follow up incident
- problem solved with student
- determine resolution
- Restorative Conversation
- Follow through on consequences
- Provide feedback to teacher
- Inform parent/guardian

Third Major Leadership Referral

- Meeting with student, parent, teacher and Leadership representative
- Develop and implement individual behaviour plan
- Refer to Support Services Student Review Group

Minor Teacher Managed	Major Leadership Managed
1. Not responding to instructions or signals	<ul style="list-style-type: none"> • Using bullying or intimidating behaviour • Throwing objects with intent to hurt or damage • Spitting with an intent to insult • Making racial, gender, homophobic or sexual remarks • Going out of bounds or leaving school without permission • Swearing or being verbally abusive with intent to insult or harm • Fighting or being physically abusive • Deliberately misusing or damaging property • Repeated minor behaviours
2. Annoying or distracting others	
3. Moving around the school unsafely	
4. Not caring for our environment	
5. Using equipment unsafely	
6. Not keeping hands/feet to oneself	
7. Teasing using unkind words or putdowns	
8. Ignoring rules, routines or agreed procedures	
9. Talking at inappropriate times	
10. Not settling to work quickly	
11. Back chatting when corrected or disciplined	

Repeated Minor referrals

- 3 in one week
- 10 in one term
- Alert Leadership
- Teacher to notify parent

Follow DfE
suspension,
exclusion and
take home of
students
procedure