



BEHAVIOUR FOR LEARNING POLICY 2023/24

This policy must be read in conjunction with the following policies: Safeguarding Policy, Staff Code of Conduct, SEND Policy and Mobile Phone Policy.

This is a live document and will be updated when necessary or as per other policy updates that may impact the content, effectiveness, and validity.

The Behaviour Policy at Hurst Lodge is based upon an ethos, vision and values that create a positive environment for those who work and learn within it. Central to this ethos are the elements of choice, change and consequence. The Behaviour for Learning Policy is inclusive of all our children, young people and adults and aims to ensure outstanding pastoral care.

Behaviour for Learning Policy

Hurst Lodge is committed to creating an environment where socially appropriate behaviour is at the heart of our school community and is recognised to be the right and responsibility of everyone.

Our vision and ethos, alongside our core values of Respect, Resilience, Kindness, Courage, and Inclusion, are embedded and present in every aspect of school life and empower students to understand the importance and impact of positive behaviour on ourselves, our school, and the wider community.

At Hurst Lodge, we strive to provide a safe, caring, and positive environment and are strongly committed to the wellbeing and safeguarding of our children, young people, and adults.

Our aim is that, through a positive approach to behaviour management, our students will develop into resilient, well-rounded, self-aware, responsible citizens who are motivated to contribute positively to our school community and beyond.

It is our aim to:

- Nurture the collective responsibility of our community for the well-being of our children, young people, and adults.
- Provide a safe, caring, and comfortable environment where children can flourish in their learning and realise their potential.
- Promote a culture of mutual respect, consideration for others and an intrinsic desire to achieve and experience individual or collective success in its many forms.
- Ensure clear expectations are understood and for children to understand that all actions have consequences.
- Create an inclusive environment free from inequality, discrimination, and bullying.

The purpose of this policy is to:

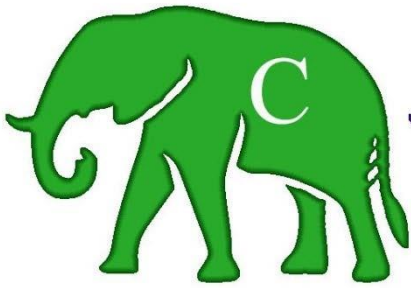
- Maintain whole-school responsibility for behaviour through positive reinforcement of expectations within a supportive setting.
- Recognise that each child is an individual and to be aware of their needs.
- Develop children's recognition of individual and shared responsibility of the cause and effect of their actions and celebrate positive choices.
- Promote positive relationships based on mutual trust and respect where everyone feels valued and has a voice.
- Ensure that all stakeholders, at home and at school, work together with the common purpose of helping everyone develop and progress.

The 3 Cs. Choice, Change, Consequence.

At Hurst Lodge we use the 3 Cs to promote positive attitudes to learning and a collaborative approach to behaviour management. The aim of this strategy is to allow students to reflect on their own behaviour and the impact it is having on their progress and the progress of other students. Our children and young people will be encouraged to take responsibility for their actions and develop an understanding that every action has a consequence. We will support our children by:

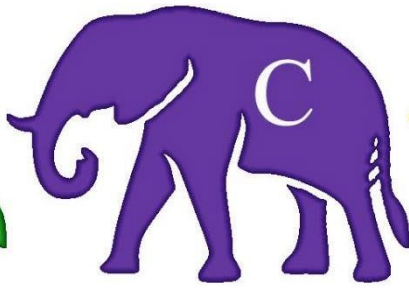
- Creating a whole school dialogue focused on praise and achievement.
- Recognising that all behaviour is communication.
- Nurturing positive relationships based on trust and mutual respect allows our children and young people to feel safe.
- Taking the time to listen to our children and young people.
- Educating and training our staff, children, and young people to always respond appropriately.

At Hurst Lodge the 3 Cs will form our primary strategy for managing behaviour positively. In our classrooms and around the school it will look like this:



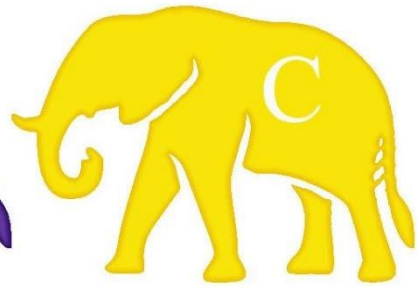
Choice

Through positive dialogue adults will offer choices, support, and encourage a positive response.



Change

Adults will model the desired behaviour and support the child to make a positive change to their behaviour.



Consequence

Verbal reminders will be used but if the child is unable to make a positive choice or change, a consequence will be given.

C1 – Using positive language, the teacher will encourage the student to make a positive choice.

C2 – Using positive strategies, the teacher will support the student to make a positive change to their actions and behaviour.

C3 - If a student is unable to make a positive choice or change their behaviour appropriately, they will have a consequence of their action.

Ready in Five

At Hurst Lodge School we aim to align our values with behaviour for learning. Each child is expected to follow the Ready in Five. At the beginning of each lesson, the expectation is that every child is Ready to Learn, Ready to Listen, Ready to Participate, Ready to Think and Ready to Reflect.

Ready to Learn	Ready to Listen	Ready to Participate	Ready to Think	Ready to Reflect
<ul style="list-style-type: none"> I have my equipment. I am committed to learning. I will arrive on time. 	<ul style="list-style-type: none"> I will follow instructions. I will respect the community. I will listen to the feelings, expressions, and messages of others. 	<ul style="list-style-type: none"> I will always try to participate. I will challenge myself. I will encourage others to participate. 	<ul style="list-style-type: none"> I will be openminded. I will think before I speak. I will think before I act. 	<ul style="list-style-type: none"> I will reflect on my actions, learning and behaviour. I will respond to feedback openly. I will learn from my mistakes.
Respect	Kindness	Courage	Kindness	Courage

Awards for positive behaviour

The 3 Cs allow our children and young people to take responsibility for their actions and we acknowledge behaviour that results in positive choice and change by awarding Merits.

Learning Merits

- One merit awarded for showing commendable effort or attainment for that pupil.
- Two merits awarded for showing an elevated level of effort or attainment for that pupil.
- Three merits awarded for showing a remarkably high standard of effort & attainment for that pupil.
- Four to five merits awarded for project type assignments / multiple weeks work

Value Merits

Staff may award merits for effort and behaviour that demonstrate any of the Hurst Lodge values of:

Respect, Kindness, Courage

Where these are awarded, staff will make the child or young person aware of the value they have demonstrated. For example: *"You have shown great courage with your learning, I could see you were unsure and am really pleased you were brave enough to give it a go."*

Exceptional achievement and contribution to the Hurst Lodge Community

Where children demonstrate exceptional achievement or contribution to the Hurst Lodge community, they may be selected for one of the following awards:

- A letter home to celebrate their success.
- A Principal's award at prize giving.
- Acknowledgement in the weekly assembly or tutor time.
- A mention in the school newsletter.

Within their respective classrooms, teaching and other staff may use a range of whole class and individual strategies to encourage, motivate and support our children and young people. These strategies are used at the discretion of the class teacher and support children in adhering to the 3 Cs and making positive choices that result in the award of merits.

At Hurst Lodge we believe that awards earned are given unconditionally and will not be removed once issued.

Class Reward Systems in the Junior School

Consistent class reward systems, which are agreed collaboratively by Class Teachers and Junior School Leaders, are used across the Junior School in order to: celebrate individual achievements; promote togetherness, collaborative success and group achievement; and to motivate pupils. Examples include: House Point charts; progress trees; beanstalks to climb; achievement ladders etc

Celebration Assemblies in the Junior School

The Junior School hold weekly celebration assemblies on Friday afternoons where pupils are invited to share work they are proud of. Also in this assembly pupils are awarded certificates for 'Star of the Week'

Consequences

If the student is unable to make a positive choice or change to their behaviour, or has not responded to any additional personalised strategies already in place, a consequence may be issued depending on the action and applied incrementally following the stepped approach as detailed below:

However, where consequences are to be given, the following will always be considered:

- The nature of the inappropriate or negative behaviour
- The student's current behaviour profile
- The student's previous behaviour profile
- Any mitigating circumstances
- The student's SEND profile (with consultation from key/lead SENCO if step 4 or 5)

Step 1	Step 2	Step 3	Step 4	Step 5
Responsibility: Classroom & Duty staff	Responsibility: Form Tutor	Responsibility: Behaviour Coordinators	Responsibility: Senior Leadership Team	Responsibility: Principal
<p>The class teacher may encourage the student to make a positive choice by:</p> <ul style="list-style-type: none"> • Providing further support within the classroom using all available resources • Reviewing seating arrangements within the classroom • Moving the student to another classroom (where possible, Head of Department) • Refusal to hand over mobile phone 	<p>A form tutor will support the student and class teacher by:</p> <ul style="list-style-type: none"> • Asking the child to return at break or lunch time for a restorative conversation (reflection time) • Contact parents/carer • Issuing a positive report card 	<p>Referral to the Behaviour Coordinators for further support may involve:</p> <ul style="list-style-type: none"> • Mentoring program • Individual behaviour support plan (ISBP) • Meeting with parents • Coaching and Mentoring 	<p>Involvement from Senior Leadership may result in:</p> <ul style="list-style-type: none"> • Suspension 	<p>Involvement from the Principal may result in:</p> <ul style="list-style-type: none"> • Permanent exclusion

Behaviour Observed	Behaviour Observed	Behaviour Observed	Behaviour Observed	Behaviour Observed
<ul style="list-style-type: none"> • Low level disruption • Inappropriate language towards staff and students • Chewing gum • Food and drink other than water • Refusal to complete tasks or staff instruction • Absence or lateness to lesson 	<ul style="list-style-type: none"> • Persistent disruption impacting the learning of others. • Deliberate use of inappropriate language • Persistent refusal to complete tasks or follow staff instruction • Persistent truancy • Continued misuse of ICT 	<ul style="list-style-type: none"> • Little or no engagement from parents regarding specific and specialist support • Little or no engagement from students with the mentoring program or IBSP 	<ul style="list-style-type: none"> • Little or no impact from all previously implemented strategies. <p>**All safeguarding related behaviour incidents will be dealt with by the Safeguarding Lead in conjunction with the Behaviour Coordinators</p>	<ul style="list-style-type: none"> • Any serious behaviour listed below or other serious safeguarding related behaviour
Example consequences				
Step 1	Step 2	Step 3	Step 4	Step 5
Reiterate classroom routines and expectations First verbal warning (C1 Choice) Second verbal warning (C2 - Change) (C3 – Consequence) Negative referral recorded on ISAMS Parents/carers notified of subject specific referral.	Students attend the reflection room. (20 minutes at lunch time) Students placed on positive report for 1week Serious incident form completed Contact parents/carers to coordinate support.	Student placed on Individual Behaviour Support Plan (IBSP) Student placed on Mentoring Program Coaching and Mentoring session Weekly review of support and meeting with parent/carers. Serious incident form completed	Suspension	Permanent exclusion

It is the duty of the staff supporting those students who are given a consequence to ensure that each step of the process is communicated clearly and effectively to the student. Our children and young people will always be given the opportunity to 'turn it around' through reflection at each step to prevent avoidable escalation through secondary responses and behaviour.

Serious Behaviour to be escalated directly to the Senior Leadership Team and Behaviour Coordinators are:

- Child-on-child abuse (including online) such as (but not limited to):

- physical abuse - such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence - such as rape, assault by penetration and sexual assault;
 - sexual harassment - such as sexual comments, remarks, or jokes, which may be stand-alone or part of a broader pattern of abuse; it can occur online or in person;
 - up skirting - which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation or distress. *It is now a criminal offence.*
 - sexting (also known as youth produced sexual imagery) – the non-consensual sharing of sexual images and videos; <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>
 - Initiation/hazing type violence and rituals
 - Bullying - such as cyberbullying, prejudiced based and discriminatory bullying (Please refer to the school's Cyber-bullying policy)
 - Abuse in interpersonal relationships between peers
 - Online bullying
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- Youth produced sexual imagery
 - Online abuse - children can also abuse their peers online this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
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- Physical aggression or threatening behaviour towards students and staff
 - Physical contact or assault
 - Sexual contact or assault
 - Deliberate destruction of school property
 - Misuse or possession of illegal substances
 - Possession of an offensive weapon or item intended to be used as a weapon
 - Smoking or vaping on or around the school site
 - Stealing
 - Racist, homophobic, or otherwise discriminatory comments
 - Causing offence and/or distress to any member of the school community by any means, including through social networking sites/electronic communication
 - Offensive or harassing behaviour towards any member of the school community outside of school hours

All safeguarding related behaviour incidents will be dealt with by the Safeguarding Lead in conjunction with the Senior Leadership Team and Behaviour Coordinators. Where behaviours fall under notifiable offences the safeguarding team may contact the appropriate designated authority.

Coaching and Mentoring

For incidents where a student's behaviour has escalated to Step 3 and requires a level 3 sanction, a member of the behaviour team may be called to guide the student to a temporary space for coaching and mentoring. A student will remain in this space with support until they are regulated and ready to return to a classroom setting. Whilst in the temporary space the student will be supervised and expected to engage in independent learning or reflective activities.

Serious Incidents

A serious incident is an occurrence of any behaviour listed in this policy under the heading: Serious Behaviours to be escalated directly to the Senior Leadership Team and Behaviour Coordinators. Where a serious incident occurs a member of staff will follow the Serious Incident Protocol to ensure that: our students, staff and young people remain safe; relevant records, statements and other supporting documents are gathered; and that parents and where necessary the appropriate authorities are notified.

The Junior School Strategy

The Junior School strategy is based on using The Restorative Approach method which is inspired by the philosophy and practices of restorative justice. These puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

1. Behaviour is learnt and therefore can change
2. Praise motivates; criticism lowers self-esteem
3. Rewards work better than punishments
4. Children need to develop empathy and respect for others (restorative approaches)

As staff we need to:

1. Plan for good behaviour and positive relationships
2. Use restorative approaches wherever possible
3. Model the behaviours and values we want to see
4. Reinforce the school's chosen values
5. Use the language of choice, change and consequence
6. Focus on the behaviour and not the child
7. Give clear expectations of good behaviour
8. Be proactive in order to pre-empt bad behaviour
9. Look for and explicitly praise positive behaviours
10. Adhere to the school policy consistently across the school

When conflicts between peers arise at playtime or in class staff are encouraged to use the *Restorative Meeting aid memoir* to aid a Restorative Conversation.

Restorative Meeting aide memoire

- Step 1: What has happened? What is the matter?
 - *Each child to explain their view independently taking turns to talk*
- Step 2: What were you thinking? What were you feeling?
 - *Ask each child in turn*
- Step 3: Who else has been affected?
 - *Might need some prompting*
- Step 4: What can you do to put things right?
 - *Children to be encouraged to use words to describe what they can do other than just say sorry.*
- Step 5: What can you do to stop this from happening again?

Continue to monitor children involved and look for positive and appropriate behaviour.

Unstructured time

During break and lunchtimes, duty staff will ensure that there are positive play opportunities available for children to develop their social, emotional, physical and health needs. In line with the 3 Cs, children are encouraged to take ownership of their behaviour to develop their understanding that all actions have a consequence. Through discussion, work, and reconciliation, children are encouraged to be reflective and find solutions to situations that challenge them.

Duty staff, where necessary, and where children have failed to make a positive choice or change to their behaviour, may apply consequences incrementally as per the stepped approach (Step 1 - Classroom and Duty Staff).

Individual Behaviour Support Plans for Junior School Children

Some children are unable to manage and regulate their behaviours due to their needs profile and require an individualized behaviour plan or strategy involving but not limited to: identifying triggers; de-escalation toolkit; personalized rewards and consequences. This plan supports the Behaviour Policy.

SEND Provision

All stakeholders will work collaboratively to support the needs of our children and young people with SEND or where behaviour links directly to SEND. Where it is appropriate, the SEND team will provide specialist advice and support (in accordance with the SEND Policy) via key SENCo involvement prior to and at each increment of the stepped approach: This may involve using *additional strategies* to support pupil's behaviour where the usual rewards and consequence strategies are not working.

The Key SENCo and Behaviour Coordinators will work collaboratively to:

- Monitor attendance data and identify emerging trends
- Review behaviour data and measure impact
- Analyse rewards data to ensure consistency throughout the school

Accountability

Students

Will conduct themselves appropriately by demonstrating the school values, taking responsibility for their actions, understanding the 3 Cs, and by aspiring to be successful.

Classroom and Duty Staff

Will encourage and empower students by embedding the 3 Cs, providing emotional and practical support through quality first teaching, establishing relationships based on mutual respect, fulfilling their duty of care to keep children safe in education.

Form Tutors

Will provide pastoral support for students. Support classroom and duty staff in managing behaviour and the 3 Cs, and will ensure there is effective communication between students, staff, and families.

Key SENCo

Provide specialist SEN support and advice for staff, students, and families in accordance with the SEND Policy. The Key SENCo will be responsible for implementing early intervention strategies such as:

- Providing a breakdown of student needs and early triggers
- Use of specific language and strategies to meet the needs of the student and support lesson planning
- Lesson observations and staff training within the classroom
- Revisiting expectations, routines, and consequences with SEND students

Behaviour Coordinators

Provide operational support for students, staff, and families by: Implementing specialist individual support and whole school strategies such as the 3 Cs, collaborating with external agencies, and provide training and CPD.

Senior Leadership Team

Provide strategic support and decision making.

Parents

Parental engagement is crucial in supporting both positive behaviour and achievement at our school. Parents are asked to support the school community through;

- Sharing relevant information with school and support with restorative conversations and strategies to uphold the school values and the 3 Cs.
- Ensuring children attend school in good health, punctually and regularly.
- Supporting staff in the implementation of all school policies.
- Taking an active interest in their child's behaviour and attainment through attending meetings, signing behaviour records and so on.
- Attending meetings such as parent evenings, ensuring early contact with the school to discuss matters which may affect the child's wellbeing or achievement.
- Being prepared to work in partnership with the school to improve their child's attitudes to school, life and learning if necessary.
- Praising their child when high achievement and effort is reported.

Best practice

In line with the DfE guidance 'Behaviour in Schools: Advice for headteachers and school staff' 2022, Hurst Lodge is committed to ensuring that staff are trained to make sure that they collectively embody the Hurst Lodge vision, ethos, and values by always upholding the schools' behaviour policy and responding to behaviour consistently and fairly.

Review and monitoring

The operational effectiveness and impact of the Behaviour for Learning Policy will be monitored termly by the Behaviour Coordinators and reviewed annually by the Senior Leadership Team in conjunction with the Behaviour Coordinator. Administration of major sanctions are recorded, with the name of the pupil concerned, the reason for the sanction, and the name of the person administering the punishment.

Mobile Phones

In accordance with the mobile phone policy, unless otherwise agreed by the Principal due to exceptional circumstances. The use of mobile phones, smart watches, air pods and other such devices are not permitted.

Recording

The issuing of positive merits, awards, consequences, significant incidents, behaviour interventions and evidence of support will be recorded internally using ISAMS. Incidents relating to safeguarding will be recorded using CPOMS.

Searching and Screening

Searching with consent; The Principal and staff can search a pupil for any item if the pupil agrees in accordance with the school's Searching and Screening Policy. There is no need for written consent and parental consent is not required. (DfE Searching, screening and confiscation January 2018) Searches without consent; The Principal and authorised staff have a statutory power to search pupils and/or their possessions without consent, where they have reasonable grounds for suspecting pupils may have a prohibited item.

Screening; Screening is not common practice at Hurst Lodge, however, the school can require pupils to undergo screening by handheld metal detector, arch, or wand, should the need arise. Please read this in conjunction with our Searching, Screening and Confiscation Policy. Records Administration of major sanctions are recorded, with the name of the pupil concerned, the reason for the sanction, and the name of the person administering the punishment.

Use of Reasonable Force and Physical Intervention

Any use of physical intervention by staff will be reasonable, proportionate, and lawful. Reasonable force will be used in accordance with the DfE guidance Use of reasonable force (July 2013 reviewed July 2015) and as set out in Appendix 1

Appendix 1 Use of reasonable force and Physical Intervention

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

1.1 committing a criminal offence

1.2 injuring themselves or others

1.3 causing damage to property, including their own

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil from destroying school property which may cause harm to the pupils themselves or others.

In addition, reasonable force may be used to conduct a search for "prohibited item". In deciding whether reasonable force is required, the needs of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Where reasonable force is used by a member of staff, the Designated Lead for child protection must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of reasonable force.