



Behaviour Policy 2025-26

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Behaviour
Policy
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Hamer Primary School

Behaviour Policy

Philosophy of the School

The fundamental aim of Hamer Community Primary School is to develop happy, confident and independent learners doing the best they can in all that they undertake.

School aims to provide a balanced curriculum to meet the needs of all pupils, to develop their knowledge and understanding of the world, to enhance their ability to think and communicate with others and to create tolerant young citizens for the future.

We strive to develop a happy and secure environment in which the individual needs of all members of the school community are met in order that they realise their potential to the full.

'Vision and Values' statement:

Hamer Primary School - Care, Challenge and FUN!

We care for our children with love and concern;

We challenge our children and teachers to be the best learners and citizens they can be;

We have FUN as we learn TOGETHER because our school is the best place to ENJOY hard work!

We believe the formula above is one that will ensure happiness in childhood and prepare our fine young citizens for successful futures. It is the privilege of all our staff to serve the community and we are proud to be YOUR Hamer Community Primary School.

- ✓ We value and recognise the uniqueness and achievement of every member of our school family and community.
- ✓ We promote British and Co-operative values and attitudes of care, tolerance, trust and respect within our school and across wider communities.

- ✓ We strive for excellence in teaching and learning within high quality learning environments.
- ✓ We provide a creative curriculum which stimulates positive models of enquiry, reflection, challenge and innovation whilst emphasising basic skills.
- ✓ We nurture and support all abilities, helping all children to achieve their full potential in all areas of learning – intellectual, physical, emotional, moral, spiritual and cultural.

Staff Induction and training

Upon commencing employment at Hamer School, staff will meet with the Behaviour Lead in order to discuss behaviour expectations and review school policy on this matter. A copy of this policy will be shared.

During September of each year, updated policy documents and related materials will be shared with all staff in order that consistency in approach is maintained. This will include the Lunchtime Organiser team.

Throughout the year, the Behaviour Lead will attend any relevant training and will liaise with the Headteacher to organise any subsequent training with staff.

Behaviour Policy

Objectives

Hamer is a primary school with pupils for age 3 to 11 (Nursery to Year 6). Here at Hamer we have very high expectations of behaviour and achievement and the aim of our school is to promote successful learning within a caring and warm atmosphere where there is mutual respect and all stakeholders feel safe and valued. We endeavour to create an environment where positive behaviours and relationships are more likely to flourish by proactively supporting pupils to behave and interact appropriately.

In line with our **‘vision and values’** statement we feel that we promote caring and responsible behaviour and relationships within an enabling learning community.

Roles and Responsibilities

It is only possible for responsible behaviour to be gained when both adults and children alike have respect for themselves, other people and property. All staff have a responsibility for promoting positive behaviour amongst themselves and the children. At Hamer we promote self-respect by encouraging everyone to take pride in his or her work, appearance and achievements. We expect that everyone will show respect for others by being polite and kind to people; helping people; being able to share things; take turns; leaving other people’s property alone; laughing with people not at them; trusting other people and trying to ‘think the best’ of others. We must also remember that we only gain respect and liking from others if we show respect and liking for others too.

Children’s Responsibilities are:

- follow the rules of the school;
- be a positive role model and wear the correct school uniform with pride;
- behave well, be polite, friendly and helpful to each other;
- be sensible, positive and hardworking, completing work in and out of school on time and to the best possible standard and allow others to do the same;
- be respectful of the views and opinions of others;
- listen and follow the instructions of all staff;
- aim for 100% attendance and be in school and ready to learn from 8:45am;
- take care of their own and other people’s safety;
- take care of school equipment, help to look after the school and keep it free from litter;
- join in all school activities and have a positive attitude in all they do;
- co-operate and support others in the school and the wider community;
- tell someone if they have worries or concerns that are making them unhappy;
- take all letters home to parents/carers;
- treat others with respect both in and out of school, including when messaging/interacting online;
- report any concerns linked to online use.

Staff Responsibilities Are:

- work in partnership to achieve school's vision;
- treat all children fairly and with respect and to care for our children's health, safety and happiness;
- provide a challenging, engaging and relevant curriculum;
- aim for a high standard of achievement for pupils at all levels;
- set challenging targets, track progress and intervene with support/challenge when required;
- raise children's self-esteem to develop to their full potential and encourage high standards of behaviour at all times;
- help children to develop a sense of responsibility for their own actions and to be considerate of others;
- keep parents informed about what teachers aim to teach their children;
- encourage good attendance and punctuality;
- recognise and reward children's achievements;
- hold Parent Consultations and provide children with homework to support school learning;
- keep parents well informed about general school matters and, in particular, about children's progress, behaviour and attendance;
- listen and respond to any concerns;
- recognise that each child is an individual, and be aware of their needs;
- let parents/carers know of any problems that affect their child's work, behaviour or attitude;
- keep parents/carers informed about school activities through regular letters, newsletters and notices about special events.

Parents' Responsibilities Are:

- work in partnership with the school to support its vision and values;
- promote a positive attitude towards school and learning in general;
- support policies and rules, including those on school's expectations and guidelines on behaviour;
- support the school's behaviour policy and encourage their child to be responsible for their own actions;
- encourage their child to be independent and self-disciplined;
- encourage their child to always do their best;
- uphold the school's safeguarding procedures by not publishing photographs taken at school on social networking sites or other public places;
- ensure their child arrives in school ready to learn at 8:45am, in the correct school uniform and in appropriate clothing for the weather;
- ensure their child attends in the correct P.E kit on their P.E days;
- support their child with home learning activities;
- inform school in advance when their child is going to absent or late and make sure their child is collected on time;
- avoid taking holidays during term time. All absence from school have a detrimental effect on a child's learning;
- ensure school has up to date contact details;

- attend Parent Consultations and any other relevant meetings when required to discuss their child's progress;
- let school know about any concerns or problems that might affect their child's work or behaviour;
- park safely and responsibly when dropping/collecting children from school;
- demonstrate positive interactions with all stakeholders;
- monitor child's internet and online use, ensuring interactions are appropriate and safeguard both themselves and others;
- read letters from school and reply if necessary.

Governors' Responsibilities Are:

- support a clear vision, ethos and strategic direction for the school;
- support the leadership and self-evaluation process of the school to ensure high quality teaching, achievement, behaviour and safety;
- seek financial efficiency and value for money;
- encourage compliance with statutory obligations, including health and safety regulations;
- engage with all key stakeholders on a regular basis.

SLT Responsibilities Are:

- setting high expectations of pupils' conduct and behaviour;
- ensuring these expectations are clearly understood by staff and pupils and are applied consistently through implementation of the school behaviour policy;
- ensuring relevant policy documents are updated in line with statutory expectations;
- supporting all staff in managing behaviour and committing appropriate resources to this aim;
- to ensure any incidents of bullying, discrimination or aggression are dealt with quickly and effectively.

Behaviour Lead Responsibilities Are:

- contributing to policy development alongside SLT;
- tracking and monitoring of behaviour incidents, highlighting areas of concern and identifying pupils in need of further support;
- participating in meetings with the wider Pastoral Team to look at appropriate support for identified pupils;
- assisting in the provision of staff training and development, including that of ECT's;
- provision of behaviour advice to staff/parents;
- selection and training of Playground Pals and Peer Mediators;
- data analysis and presentation to Governors.

SENDCo responsibilities Are:

- participating in meetings with the wider Pastoral Team to look at appropriate support for identified pupils, particularly those with an identified additional need;
- assisting in the provision of staff training and development;
- provision of behaviour advice to staff/parents.

Each class has class rules which are discussed and agreed in September of each year. As a minimum these comprise of:

- To work to the best of my ability, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To look after school and everything in it.
- To demonstrate fantastic walking within the school building.
- To report any concerns to the adults in school.

Use of Praise and Reward Systems

Everyone at Hamer is responsible for his or her own behaviour, no matter what the provocation. This responsibility applies both in and out of school. Staff at Hamer aim to treat everyone positively and praise those who act responsibly and respectfully. We use lots of forms of positive praise; here are a few examples;

- Non-verbal praise – a nod, a wink, a smile, or a ‘thumbs up’ sign.
- Verbal praise – telling you how great you are, or what a fantastic thing you have done.
- Reward systems – we love stickers, certificates, Dojo points and we also give out prizes and pizzas!

Awards and prizes

- Weekly ‘Star of the Week’ chosen from each class;
- Half termly ‘Lunchtime Recognition’ award given for pupils nominated by the Lunchtime Team;
- Attendance Awards given throughout the year;
- Maths Passport certificates given throughout the year;
- Reading Journey prizes given to classes at various points in the year.

Dojo Points

Dojo points are given to the children by all staff and can be redeemed at the Dojo shop in denominations of 50 Dojo Dollars, 100 Dojo Dollars, 150 Dojo Dollars and 200 Dojo Dollars. The Dojo shop is open each half term, on designated days, which are shared in advance with the children. On these days, the shop is open at playtime and is run by the School Council.

Reward	DOJO Points
Have a Go	1
Ask Questions	1
Motivate and Achieve	1
Enjoy Learning	1
Reflect and Improve	1
TEAM	1

*Some examples of behaviours that fall into these categories can be found in the appendices.

At Hamer we are always keen to issue praise to children and staff. This praise can be for great work, having a positive attitude, great behaviour, effort, sporting achievements, being kind and co-operative with others and many other reasons. We also like to share our good news with other people and we do this in many ways. This includes: displaying work around our school, sending notes home to parents, celebrating success in assemblies and on our weekly newsletter and inviting the Headteacher, staff colleagues or Governors into our classrooms to join in our celebrations.

Whilst Hamer is a very positive school we also acknowledge that everybody can have an 'off' day. We therefore always try to tackle any situations in as positive a way as possible and have a number of strategies for managing and discouraging inappropriate behaviours – which all children and staff are familiar with.

Class/School Rules

Rules and procedures are discussed with the children at the start of the school year (see appendix – Hamer Five). These rules are then displayed on the class wall and referred to on a daily basis. They are kept simple in order for them to be as clear as possible and must be *consistently* applied and enforced. They also help to promote the idea that every member of the school has a responsibility towards promoting a safe, harmonious and positive school.

School rules, along with vision and values are pulsed throughout the year through assemblies, PSHE and general school life.

If pupils join at a mid- point during the school year, the class teacher will be responsible for sharing behaviour expectations with them.

Behaviour Support, Contracts and Risk Assessments

At Hamer, we are aware that all children are unique and at times children do need additional and different support to enable them to access the curriculum/school life. In these situations, individual behaviour support may be agreed by a member of the Pastoral Team and shared with the child and family. If further intervention is needed, then the Pastoral Team may look at specific timetables and may introduce a *behaviour contract or tracker*. Risk Assessments may also be written and agreed to support both pupils and staff. It may also be appropriate to introduce interventions such as Lego Therapy or social skills groups.

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: disobedience, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the July 2022 DFE document 'Searching, Screening and Confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence, or
- To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters / matches and other related products
- E Cigarettes/vapes
- Mobile phones

Prohibited items will be confiscated in the initial instance and parents invited in for a meeting with SLT, where certain items will be returned to the adult attending. Sanctions imposed will depend upon the item and the specific circumstances involved. In the most serious cases, referrals to outside agencies could be made and an exclusion could result.

Child on child abuse

The school takes allegations of child on child abuse seriously.

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting.

School measures to combat child on child` abuse include:

- **Prevention** - staff training on this subject, school curriculum design (including HRE elements contained within PSHE)
- **Culture and ethos** – an ethos of openness and care and respect for all
- **Identification** – half termly analysis of behaviour logs to identify any patterns or trends in order that additional measures can be put in place where needed
- **Response** – all racist, homophobic or sexualised behaviours are dealt with by SLT. In the case of sexualised behaviours, the Brook Traffic Light Tool will be used to help determine next steps and consequences. See appendix.

Racist and Homophobic Remarks and Inappropriate Sexual Behaviour

Racist and homophobic remarks and behaviour will not be tolerated in school. Neither will inappropriate sexual behaviour. These behaviours will be dealt with by SLT.

IMPORTANT

The victim of the behaviours should be first priority in response.

1. Ensure that they are supported and helped to come to terms with experience.
2. Ensure that they/stakeholders know that everyone in school takes it seriously and that the perpetrator(s) will be dealt with.
3. Ensure that the victim knows that it has been dealt with.

Children may have experienced inappropriate remarks/behaviours out of school – ensure children:

1. Know it is not allowed in school and will always be dealt with.
2. It is unacceptable in terms of 'appropriate' behaviour (how do you think it feels...?)
3. Older children can be introduced to concept of society rules (laws) which make similar forms of behaviour illegal.
4. Repetitions of such behaviour will involve further consequences being imposed.

The school will log all racist and homophobic incidents in line with RMBC procedures and the National Agenda. Incidents of proven racist or homophobic abuse will be reported to the Local Authority on a termly basis (all information will be anonymised).

The school will also log potential sexualised behaviours and will track these in school, involving outside agencies where needed. Throughout, school will adhere to the guidance contained within KCSiE 2024.

Behaviour outside school

Children have a right to feel safe and free from harm outside school.

All children at Hamer are expected to behave appropriately to one another whilst in the community or whilst communicating via online platforms and mobile phones.

Where there are any incidents of bullying or harassment, whether in person or virtually, school will meet with the families concerned and try to resolve matters. Sanctions may be imposed and school may also suggest external agency support where this is needed.

Suspected Criminal Behaviour

Where criminal behaviour is suspected, the school will make an initial assessment of whether this should be reported to the police. In doing so, they will only gather enough information to establish the basic facts of the case. All findings will be documented and relevant evidence preserved, before being handed over.

In the event of a police report being made, it is likely that a report to children's social care will also be made.

Mobile phones

At Hamer Community Primary School, we recognise that mobile devices are playing an ever-increasing role in both the lives of adults and children. However, we believe that mobile devices in school will only serve as a distraction and lead to loss of learning time. Therefore, we do not authorise the use of personal mobile devices by pupils at any point during the school day. All means of access to the internet are provided by school via laptops and tablets.

Where mobile phones are used in or out of school to bully or intimidate others, then the Headteacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site'.

Any pupils who bring a mobile device into school will have their phone confiscated until it can be returned to the child's parents and a red card will be issued.

Sanctions

At Hamer, our 'vision and values' statement is central to the whole ethos of the school. However, on occasions there is a need for sanctions to register the disapproval of unacceptable, inappropriate or unsafe behaviour. Such behaviours must be recognised and clarified in order for it to be made clear to the child and / or their parent / carer, why the sanction is being applied and the possible impact of such behaviours on others. We should also make it clear to the child and/or parent/carer what changes in behaviour are required to avoid future sanctions and continue to model good behaviour. There should also be a very clear distinction between minor and major offences and it should ***always*** be made clear to the child that it is the **behaviour** not the child that is unacceptable and the reason for the sanction. Behaviour issues are preferably dealt with that day and so that each day is a new day for the child. Sanctions for unacceptable, inappropriate or unsafe behaviour are issued and put in place by the staff member with whom the child was with at the time of the said behaviour, or a member of SLT.

The 'Good to be Green' consequences:

1. First time unwanted behaviour is observed – a verbal warning
 2. If the behaviour continues – second verbal warning, with reminder that next will be the yellow card
 3. Third behaviour – yellow card
 4. Fourth behaviour – red card/letter home to parents which must be read and returned, having been signed, the next day.
 5. Three letters home constitute a meeting with parents within the unit.
 6. Further continuation of the behaviour – SLT will become involved.
- *Visual charts will be displayed in each classroom to help children make the right choices about their behaviour and ensure consistency is applied by all staff when moving through the warning system.*

NB if a child physically hurts themselves or someone else, swears or makes a proven racist or homophobic comment/language use or displays inappropriate sexualised behaviours– a red card is automatically issued.

The discipline plan will apply to all children in the class unless they are on a specific behaviour programme involving the SENDCo and Behaviour Lead.

At every step remind/warn child of next consequence before starting the next step. Ensure child knows he/she has a ***choice*** of changing this behaviour.

TIME OUT PROTOCOL

Out of classroom separation: THIS IS A LAST RESORT ACTION THAT SHOULD ONLY BE USED IN CASES OF EXTREME OR PERSISTENT BEHAVIOUR. In some cases, the other children would be removed rather than the individual who may be in crisis.

Removal would only be used for the following reasons:

- To maintain the safety of all pupils
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment

- To allow the pupil to regain calm in a safe space

Procedure:

- SENCO, or SLT to be called to escort a child out of classroom
- Time out will be closely supervised, in an appropriate area, with the child expected to continue with their work
- As soon as the child is calm and able to access their work in the classroom, they will re-join their peers
- A discussion will take place to reflect upon the incident and how this can be avoided in the future
- A meeting with parents will be arranged later that day
- The incident will be logged with the Behaviour Lead and on CPOMS

Where aggressive or anti-social behaviour occurs, often the above sanctions alone are inadequate. If an individual is prone to aggressive or anti-social outbursts, an evaluation of the curriculum, environment and support systems may be necessary. In such cases, an individual support plan may be needed. In such a case, the school is committed to addressing any underlying causes of disruptive behaviour and ensuring that appropriate provision is in place to support any SEN or disability that a pupil may have. The school will also consider the use of multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. In addition to these approaches of early intervention, the school will also consider what extra support might be needed to identify and address the needs of pupils from any significant groups in order to reduce their risk of exclusion.

Behaviour codes used in school

NFI	Not following instructions, shouting out, not listening, not completing work
UK	Name calling, generally being unkind to others
IB	Inappropriate behaviours to staff or other children, anything racist, homophobic, sexualised behaviours, spitting, swearing, rudeness
PHY	Anything physical e.g. hitting, kicking, biting, slapping etc

Behaviours observed and logged	Consequences
Low level disruption	Yellow card If persistent, possible conversation with parents
Bullying	Red card, speak to parents Possible suspension/exclusion depending upon severity
Homophobic incident	To be dealt with by SLT Parents spoken to If proven, red card (Possible suspension/exclusion if repeated behaviour)

Racist incident	To be dealt with by SLT Parents spoken to If proven, red card (Possible suspension/exclusion) Possible suspension/exclusion if repeated
Sexualised Behaviour	To be dealt with by SLT Parents spoken to If deemed developmentally inappropriate, red card and possible follow up with external agencies (Possible suspension/exclusion)
Physical Assault of a child	To be dealt with by SLT/TLR Red card, speak to parents Possible suspension/exclusion depending upon severity
Physical Assault of a staff member	To be dealt with by SLT Red card, speak to parents Possible suspension/exclusion depending upon severity

As a consequence of classwork not being completed in the allocated time or spellings and reading not being completed as part of their homework, children may be kept in at playtime/dinnertime to complete this. The time the child will be kept in will be in accordance with their age.

Any child who has been given extra responsibilities to represent the school through a variety of forums and appears in the classroom or dinnertime behaviour logs will be at risk of having this privilege revoked. This will be discussed with the child and SLT before a decision is made.

Positive Handling

In the event of pupils displaying physical behaviours which put themselves and others at risk, staff will at first seek to remove the other children to a safe space. Staff will then seek to de-escalate situations without physical intervention but, on occasions and, as a last resort, it may be necessary to deal with temper tantrums or physical disputes through using 'Positive Handling' techniques.

All members of school staff have a legal power to use reasonable force to immediately ensure the safety of the children in their care. At Hamer there are also designated staff specifically trained to use 'Team Teach Positive Handling' techniques. Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring the pupil remains safe.

The use of reasonable force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children or adults
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils

In the event that positive handling is required, records detailing the incident will be made and parents informed. A debrief will take place with staff and a restorative conversation will take place between the pupil and staff concerned – see RPI policy.

Exclusion

Exclusion is a last resort at Hamer. The decision to exclude a child from Hamer Primary School can only be made by the Headteacher or the acting headteacher. Should unacceptable behaviour warrant the need to consider exclusion – either fixed term or permanent - then the Headteacher will follow the most recent DFE guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023'. This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

When establishing the facts in relation to an exclusion decision the Head teacher will apply

the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Any decision of the Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour 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.

The decision to exclude is for the Headteacher to take, however, where practical pupils will be given the opportunity to present their case before taking the decision to exclude. For further information See the Suspension and Permanent Exclusion Policy.

Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour.

Should the school identify the need to screen or search a pupil, the July 2022 DFE advice as outlined in the document 'Searching, Screening and Confiscation – Advice for Schools' will be followed.

- School leaders and school staff can search a pupil for any item if the pupil agrees and understands the reason for the search.
- The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at Hamer without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item (see list on page 10)
- Staff authorised by the Headteacher to search or screen a pupil without consent at Hamer are: The Deputy Headteacher, the Assistant Headteacher, the School Business Manager and the Children's Welfare Officer.
- In the event of a search being necessary, school will adhere to guidance contained within: 'Searching, Screening and Confiscation' Advice for Schools July 2022.

Should the school identify the need to confiscate an item, school will adhere to guidance contained within: 'Searching, Screening and Confiscation' Advice for Schools July 2022.

Record keeping

The school completes a Behaviour Audit each half term. This is used to identify patterns, trends and action points for the school. The Behaviour Lead is responsible for this and then reports to SLT and Governors.

Most tracking is taken from information recorded in the Class Behaviour Logs (each class has one of these). Some incidents are also recorded centrally on CPOMS. Guidance for this can be found in the appendix.

Lunchtime Provision

At Hamer, lunchtime is a valuable part of the school day. Lunchtime Organisers, along with HLTA's and a member of SLT supervise the children over the lunchtime period and this ensures that behaviour expectations at lunchtime are in line with the rest of the school day. Lunch time staff award half termly 'Lunchtime Recognition' awards for those children who are exemplary role models. They also allocate Green Behaviour Cards to individuals for any positive actions or behaviours that they see. Behaviour cards for negative behaviours are also completed and these are passed to the Behaviour Lead for processing. A member of SLT is always on hand to support lunchtime behaviour and give guidance to Lunchtime Organisers should this be needed.

Parental/Carer Involvement

Hamer Primary School gives a high priority to clear communication within the school and promotes a positive partnership with parents. The Headteacher operates an 'open door' policy and is keen to discuss issues with parents whenever she is available. We feel that these links are crucial in promoting and maintaining high standards of behaviour. By fostering good relationships with parents, we aim to build a trust and common approach to behaviour expectations and strategies both in and out of school. The Headteacher and/or senior leaders are regularly outside on the playground/school grounds both before and after school.

Hamer Primary School is keen to inform parents/carers of any behaviour concerns at the earliest possible opportunity, therefore providing the opportunity for all parties to discuss the situation and decide upon an agreed plan of action. Similarly, the school encourages parents to inform the school of any issues that they feel may affect their child. Parents/carers are regularly invited and actively encouraged to attend weekly celebration assemblies, special termly assemblies and concerts. Annual parental questionnaires also feed into the school's self-evaluation from parents/carers.

Are there any exceptions to the policy?

There may be pupils whose needs are required to be managed outside of the standard behaviour code:

- The SENDCo and Behaviour Lead will liaise with staff regarding SEND pupils who exhibit challenging behaviour. The SENDCo and Behaviour Lead will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate. This will normally relate to pupils with an EHC plan.
- The CWO will liaise with staff regarding pupils who are suffering from complex and difficult lives outside school. The CWO and Head teacher will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate.

The above pupils would follow an individual support plan/tracker if deemed necessary. This would be agreed and shared with parents, staff and the pupil.

Monitoring and Evaluation

It is the school's responsibility to ensure that the plans and procedures laid out are understood and implemented by the whole school community. To make this relevant and SMART we must monitor and evaluate effectiveness at timely intervals.

This will take place by: Behaviour Lead and Headteacher through staff/unit meetings more than once a year.

- Designated staff/unit meeting time to review procedures and practice on an ongoing basis.
- Frequent and regular reviews of provision for individual children which are appropriately communicated to other staff.
- Regular review of policy.
- Evaluation of any targets set on behavioural development plan.
- Regular evaluations of aspects of behaviour and discipline in school.

Conclusion

The staff at Hamer School acknowledge the fact that a behaviour policy alone will not improve behaviour. These are aspects of life that we believe can only be reduced through a consistent approach and an understanding of why it happens. These policies are intended to improve this understanding and make clear the agreed procedures and approaches to be taken by all staff at this school. By doing so we aim to reduce undesirable behaviour and promote a positive, happy and harmonious school.

Monitoring and Review of this Policy

Policy written by V Terry (Headteacher) and C Mullane (Behaviour Lead)

- Policy reviewed September 2025.

- Policy next to be reviewed September 2026.

Documents referenced in the updates:

Searching , Screening and Confiscation – Advice for schools

Behaviour in Schools – Advice for Headteachers and School Staff

KCSiE

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Restrictive Physical Intervention Policy

Suspensions and exclusion Policy

Hamer Community Primary School



Behaviour Incident Log

Class:

Teacher:

Autumn 1



Good to Be Green

1. Display in class: A plastic square with pockets and each child has their own pocket with a small credit card with a green frog on it.
2. Each day, each child starts off with a green card, no matter what has happened the day before. In Autumn and Spring, Reception will start again after dinner. In Summer, they will keep cards for the whole day.
3. Children will receive 2 warnings/reminders about their behaviour before being given a yellow card. A yellow card will need to be recorded in the behaviour log.
4. Anything at all from that child, after a final warning, this moves them onto red.
5. An automatic red card will be given for: anything physical, any racist, homophobic or sexualised behavioural incident, anything that is inappropriate towards an adult or another child, rudeness, swearing, spitting or anything homophobic.
6. **All racist, homophobic or sexualised behaviours** must be passed to SLT, the incident **MUST BE** recorded in your behaviour log under inappropriate behaviour and added to CPOMS. (Subsequent forms will be filled in by SLT or CM).
7. Red cards then generate a standard letter (these can be found on the o drive in TLR folder) which is sent home that evening detailing why the red card was issued and engaging parents to sign and send back to school. Once signed and sent back to school this needs to be handed to Charlene. If necessary a suitable in school sanction then needs to take place, this needs to be appropriate to the child and behaviour.

8. 3 yellow or red cards in one half term would mean that parents are called into school for a meeting with the unit TLR (this can be sooner if thought necessary). This needs to be logged on CPOMS, and a note in your behaviour log to say this meeting has taken place.

9. Every half term, the last assembly will be an assembly related to Hamer Heroes.



Codes:

NFI	Not following instructions, shouting out, not listening, not completing work
UK	Name calling, generally being unkind to others
IB	Inappropriate behaviours to staff or other children, anything racist, homophobic, sexualised behaviours, spitting, swearing, rudeness
PHY	Anything physical e.g. hitting, kicking, biting, slapping etc

YC - Yellow Card, this requires staff just to record the incident in some detail, I need a record of what the child has done, no follow up action required.

RC - Red Card, following on from a yellow card this requires staff to record the incident with follow up action e.g. red card letter given, parents spoken to.

RC - A straight red card, staff need to record in a more detail, adding what action was taken and what the follow up was e.g. parents spoken to.

RC - When red card letters are issued, we need to encourage parents to return these to school signed. If you ask for the letter to be signed and returned to school and this does not happen, please inform Charlene who will follow this up with support of SLT if required.

HBT script:

- 1) Question what the pupil said
- 2) Explain what they meant (using correct definition e.g. gay means when someone is attracted to someone who is the same gender as they are)
- 3) Link it to our school values - everything we do, we do to be kind
- 4) Put it into a personal context e.g. How would you feel if someone said something unkind about your parents?

Child's Details	Behaviour (Please tick)				Details of incident and action taken	Initials Staff/Child
	NFI	UK	IB	PHY		
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						

Child's Details	Behaviour (Please tick)				Details of incident and action taken	Initials Staff/Child
	NFI	UK	IB	PHY		
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						
Name: Date: Session:						



Half Termly Incident Report

Please tick the names of the children as you record an incident.
If a name appears three times in one half term, please inform Miss Mullane.

Thank you.

Autumn Term 1

Name	

Children can now be awarded dojos under our Hamer Heroes, they can receive them for the following reasons.



Have A Go



- Trying your best
- Keep going
- Having a go
- Trying something different
- Trying again
- Helping others
- Having a try



Ask Questions



- Asking for help if unsure
- Asking for a hint
- To realise where you've gone wrong
- Check understanding
- To add knowledge
- Asking for help
- To get more information



Motivate and Achieve



- Having a good Growth Mindset
- Good listening
- Working with partner
- Good Kagan work

Completing Homework

- Reading
- Maths Passports
- Spellings
- TT Rockstars



Enjoy Learning



- Being proud of your work
- Punctuality
- Attendance
- Good listening
- Kagan work
- Bringing work from home
- Helping others
- Handwriting
- Presentation



Reflect and Improve



- Taking responsibility
- Improving - punctuation and attendance
- Purple pen work
- Realising you need help
- Self correcting
- Competing with yourself
- Checking work thoroughly
- Checking punctuation
- Using phonics

TEAM

- Working together - Kagan
- Looking after each other
- Kindness
- Being helpful
- Tidying up
- Fantastic walking
- Good manners
- Following instructions



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Rochdale
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Tel: (01706) 655756

Email: office@hamer.rochdale.sch.uk
www.hamerprimary.co.uk

Headteacher: Mrs V Terry

Date.....

Dear Parents,

Your child..... has a red card at school today

for.....

.....

Can you please discuss this incident with your child at home?

Thank you

Name of child.....

I/We have discussed this letter with our child at home.

Signed..... Date.....

Please return this slip to school



Guidance for CPOMS use linked to Behaviour incidents – September 2024

Please note, when logging any incidents on CPOMS linked to Behaviour, this should automatically be seen by Charlene Mullane – Behaviour Lead. In the event that other categories are also selected, please check to see that Charlene is included in notifications. For all Behaviour incidents, please ensure paper records are completed – these may include class behaviour records and records of racist, homophobic or sexualised behaviour. Where racist, homophobic or sexualised behaviour records are made, please ensure a paper record is passed to Charlene Mullane and scan a copy to CPOMS.

Please ensure CPOMS records are also made of the following:

- **Racist, homophobic and sexualised behaviours** – complete the relevant form and upload to CPOMS, adding details of the incident. Remember to check CM to be able to view. Ensure the paper copy is handed over to CM asap. Incidents should be added to CPOMS as follows: Behaviour/specific category
- **Behaviour meetings with parents** – complete a CPOMS in all cases where parents are spoken to about behaviour. Incidents should be added as follows: Behaviour/parent meeting. Please include details of who led the meeting, who attended and a brief overview of what was discussed/agreed.
- **Where CM has flagged a particular child due to increasing behaviour concerns/patterns** – this will ensure all key staff are able to monitor and support issues on a daily basis. Incidents should be added as follows: Behaviour/monitoring/category of behaviour incident.
- **Incidents of proven bullying** – following a discussion between CM and SLT, details of the incident will be added for the perpetrators and victim. Incidents should be added as follows: Behaviour/bullying incidents.
- **If a child is removed from the classroom for time out.** Ensure SLT are aware of this and then log as follows: Behaviour/time out/category of behaviour incident
- **If a child is searched by SLT.** SLT to log as follows: Behaviour/search. To include details of the incident including circumstances around this:
 - *Why a search was deemed necessary*
 - *Whether it was consensual*
 - *Who was present to witness*
 - *Where and when this took place*
 - *What was searched*
 - *What was found*
 - *Follow up actions*



Hamer Community

Primary School

Racial or Homophobic Incident Form

Staff member completing this form:	
Date:	
Nature of incident: Racist/Homophobic (please highlight)	
Name of perpetrator:	
Ethnicity:	
Name of victim(s):	
Ethnicity:	
Where the incident took place:	
Details of what happened:	
Action taken: (this to include consequences, other staff member involved, consequences)	
Follow up:	

Signed:

Hamer Community



Primary School

Sexualised Behaviour Incident Form

Staff member completing this form:	
Date:	
Name of perpetrator:	
Ethnicity:	
Name of victim(s):	
Ethnicity:	
Where the incident took place:	
Details of what happened:	
Nature of Behaviour: <i>Green/Amber/Red</i> (please highlight)	
Action taken: (this to include consequences, other staff member involved, consequences)	
Follow up:	

Signed:

THE HAMER FIVE

Five main rules at Hamer



Stay Safe

Kind actions

Kind words

Show Respect

Try your best

Sexual Behaviours – Brook Traffic Light Tool

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

This tool will be used to help identify behaviours and what the next step needs to be as a consequence of the behaviour being shown

GREEN	• Conversation with child and parents • Possible Yellow/Red card • Incident added to CPOMS • Child to be monitored
AMBER	• Conversation with child and parents • Red card • Possible FTE • Possible referral to CCS • Possible wider outside agency support • Incident added to CPOMS
RED	• Conversation with child and parents • Red card/ possible FTE • Possible referral to CCS/Police • Wider outside agency support • Incident added to CPOMS

0-5 years

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

5-9 years

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

9-13 years

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy