



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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The Hive

Behaviour Policy



Document Control	
Title	The Hive Behaviour Policy
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Amendments	<p>Added – Whole school charters Playground charters Where does the Hive fit in to the school’s approach to negative behaviour? Details regarding permanent exclusion added to - Sanctions for physically harming staff intentionally Exclusion The School Counsellor Intervention Incidents of Bullying and/or other intolerances.</p>
Related Policies/Guidance	<p>The Calming Space Policy Positive Behaviour Policy Behaviour Policy 2023 Anti-Bullying Policy</p>

Approved by:	Date:
Last reviewed on:	
Next review due by:	

In The Hive we aim for our pupils to become independent learners who have the skills to learn in a classroom. This includes being able to;

- Follow instructions
- Work independently or with peers
- Self-regulate behaviour so that the learning environment is a safe space for all children and adults to learn in
- Consider the feelings of others and treat all property with due care

So that the pupils clearly understand the expectations within the classroom, we have agreed to follow our class charter, to ensure that all pupil's rights are respected. This will include:

- Sitting on a chair correctly—so we are showing we are safe and ready to listen and learn.
- Using kind words when speaking to others
- Keeping our hands and feet to ourselves walking in the classroom and corridors
- Looking after the classroom and equipment so that it does not get broken
- Treating others as we would wish to be treated.

We celebrate this success by gaining a tick towards our daily 'Reward time', at the end of each session. At the end of each session, a tick will be rewarded meaning 5 minutes is earned towards the end of day reward time – when all positive behaviours have been met.

This helps the pupils to meet the aims of the whole school charter.










Whole school charters

Through consideration of the fifty-four articles in the UN Convention on the Rights of the Child, the pupils, staff, parents and governors identified the key rights for our whole school charter. These rights apply to all pupils and staff.

1. Article 2 – we have the right to be protected from discrimination – we respect each other's differences and treat everyone equally.
2. Article 19 and 24 – we have the right to be protected from being hurt and mistreated – we will be kind to others in our words and actions and will treat others the way that we want to be treated.
3. Article 28, 29 and 31 – we have the right to a good quality education and to develop our talents and abilities – we try our best in all that we do and respect differences. We make sure that we don't interrupt others when learning.
4. Article 29 and 31 – we have the right to learn using a range of different styles – we have a positive attitude to all that we do and do not interrupt others when they are learning.
5. Article 12, 13 and 14 – we have the right to be listened to and have our opinions heard – we listen to others and share our own ideas.
6. Article 24 – we have the right to learn in a safe and clean environment – we look after our school and the resources in it.

Newall Green Primary School's Whole School Charter



	Article	Role of Rights Holders	Role of duty bearers
	Article 2 – we have the right to be protected from discrimination	We respect each other's differences and treat everyone equally.	We respect this right by teaching children how to respect differences. We treat all pupils equally and promote diversity and inclusion.
	Article 19 - We have the right to be protected from being hurt and mistreated.	We will be kind to others in our words and actions. We will treat other how we wish to be treated.	We respect this right by teaching children how to be respectful. We listen to all children and take their views and opinions into account, helping them solve any problems.
  	Article 28, 29 and 31 - We have the right to a good quality education and to develop our talents and abilities.	We respect this right by trying our best in all that we do and respecting differences. We sure we do not interrupt others when they are learning.	We respect this right by helping children learn new things that are interesting and exciting. We will praise and encourage different talents.
  	Article 12, Article 13, Article 14 We have the right to be listened to and to have our opinions heard	We respect this right by listening to other people even if we don't agree and sharing our own ideas.	We respect this right by listening to children and acting upon what they say. We will help children see when their opinions might stop us being safe.
	Article 24 We have the right to a safe and clean environment.	We respect this right by looking after our school and the resources in it.	We respect this right by keeping the school clean and providing learning equipment for children to use.

Playground charters

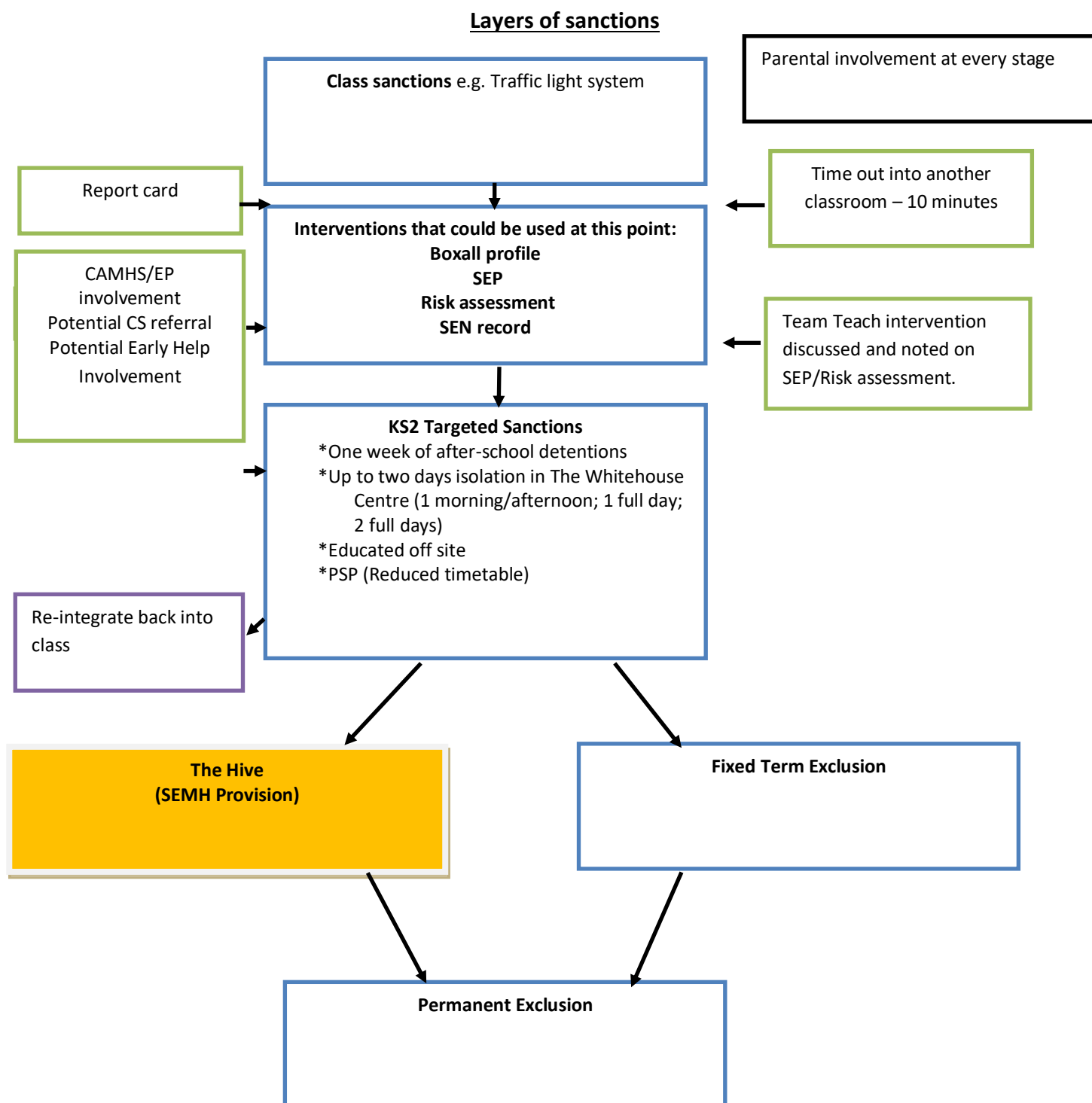
Article 31 – rest, play, culture, arts

The playground charter was decided in consultation with pupils, staff, parents and governors and is displayed on the playground.

Where does the Hive fit in to the school's approach to negative behaviour?

Within the school's approach to negative behaviour, the Hive is an Alternative Provision for children in KS1 and KS2 who have severe behavioural, social and emotional needs and who are persistently distracting the learning of other children in the whole class environment and are at risk of exclusion. We always aim to integrate the children back into their class when we feel their targets are being achieved, or alternatively to access the correct provision to meet the individual needs.

This provision enables children from other schools in the local area to access it through the admission process referred to in the Hive's Prospectus.



For a further explanation of each stage, please see the schools Behaviour Policy under 'Our approach to negative behaviour'

De-escalation a tiered approach

The staff at The Hive strive to encourage children to become independent learners and succeed in the classroom, through praise, positive behaviour management and fair and consistent boundaries.

Each child is supported and nurtured as an individual, when a child becomes dysregulated in the classroom, the staff at The Hive will use their knowledge around the child to assist in deescalating. Each child will have a personalised communication chart (Appendix F), which will be agreed and signed by the child, parents and staff, to ensure that behaviour is supported in a consistent and effective way.

If a child is behaving in a way that is a danger to themselves or others, they will be guided to the calming area. All the children have access to the calming space within the Newall Green Hive. Please see our Calming Space Policy for further information.

To safeguard all members involved, the Newall Green Hive staff will always ensure that two members of staff are present during the de-escalation process.

Sanctions

In the Newall Green Hive, we follow a Traffic Light System, to ensure that expectations are consistent.

1. All children begin off the traffic light system and are positively praised throughout their session for meeting expectations.
2. If expectations are not met, the child will receive a warning and their name card will be moved to the green warning segment. The children will be encouraged and supported in maintaining all of their break time, using personalised strategies from their communication chart.
3. If the child continues not to engage in positive reminders and behaviours, they will lose 5 minute increments (amber and red) from their next break time. During this time, the child will partake in a reflection task, to ensure that they are given the time to discuss their feelings and emotions in a positive manner.

If a child has continuously missed their break and reward time throughout the day, then an after school detention will be issued and parents informed.

Sanctions for physically harming staff intentionally

Any behaviour which comprises the safety of others is considered harmful. We understand, there may be times when despite all measures taken, a child may hurt a member of staff intentionally. In this instance, a tiered sanction will become effective, dependent upon the level of harmfulness. Sanctions may include: completing tasks in isolation, reduced time tables, fixed term exclusion or permanent exclusion in cases where there is clear intent to do serious harm to a member of staff, or there are no further options left to the school.

Exclusion

In serious cases, where a child breaches the Behaviour Policy and is deemed unsafe to be in school the following sanctions may be necessary:

Lunchtime exclusion

If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time, they will be required to be picked up by their parent / carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe of jeopardising the safety of others.

Fixed term exclusion

At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.

Permanent exclusion

This would only occur when all interventions for support have been exhausted and staff believe that Newall Green Primary School is unable to further meet the pupils needs.

Assessments

The following assessments will be made once your child has been allocated a place in our provision.

Boxall profile—pinpoints specific learning and developmental needs that need targeting.

ABC Behaviour Plan - These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership (See Appendix C), which will be supported by the child's communication chart (Appendix F). This resource highlights stages of: what the child is communicating, how staff can help and a script of what the child recommends will help effectively.

Risk assessment - We put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day (See Appendix D).

Special Educational Need (SEN) —Children with serious or repeated behaviour difficulties may need to have an ABC Behaviour Plan in accordance with the Special Needs Code of Practice and be logged onto the school SEN record system.

We may ask for an assessment from our Educational Psychologist or, with agreement from parents or carers, refer to CAMHS (Child and adolescent Mental Health Service). It is at this point that if we deem necessary a referral to Children's Services may be made.

Team Teach—All members of staff within the Hive provision are trained in positive handling (Team Teach) and on the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. This option is always discussed with the parents after the event and referred to on the ABC plan and risk assessment as a strategy to be used if a child puts themselves or others at risk frequently. If there is an incident that has required positive handling, it will be logged on CPOMS (See page 6) and parents will be informed.

The School Counsellor Intervention

Our school counsellor will work with each child in the Hive on a 1:1 basis to encourage them to become more confident and more able to establish positive relationships and friendships, as well as breaking down some of the barriers they may have towards their learning.

Additional Strategies to support inclusion

It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Behaviour Lead will ensure that individual behaviour support plans are in place.

In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management through-out the school reinforced by support from parents / carers at home.

Incidents of Bullying and/or other intolerances.

As a Rights Respecting School, we hold the rights of the child at the centre of our school ethos and we believe that children and young people have a right to be protected from violence, abuse and neglect. Articles 28 and 19 of the United Nations Convention for the Rights of the Child states that all children have a right to education. Discipline in schools should respect young people's human dignity and enable them to access education in a respectful and nurturing environment. Bullying can cause great distress and both adults and children need to know what to do when this occurs.

Bullying can be addressed in a number of ways including 1:1 support for victims, through assemblies and class discussions and through the curriculum. Parents and children should know that they can share their worries with the class teacher, a member of the senior leadership team or a trusted adult in the school. Bullying will not be tolerated at Newall Green and allegations of bullying are taken very seriously and always investigated thoroughly. Please see the anti-bullying policy for further information.

Definition of bullying

Bullying is defined as repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Often repeated over a period of time, it can be difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

Physical - hitting, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling, insulting, making offensive remarks related to appearance.

Indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours and cyber bullying which uses a variety of electronic forms of contact. Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. • Racial harassment and racist bullying.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Homophobic bullying.

Discriminatory- Bullying of students who have special educational needs or disabilities.

Students who are being bullied may show changes in behaviour, become withdrawn, or nervous, feign illness, have poor attendance. There may be changes in work patterns and lack of concentration in class. All staff must be alert to the signs of bullying and act promptly if they are suspicious. They should also encourage students to report any bullying. The school aims to fulfil its statutory duty to safeguard and promote the welfare of students in our care.

[Further Information](#)

Behaviour Logs

A robust system called CPOMS, is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

Serious incidents

On the rare occasion that a situation becomes unmanageable in the classroom, the green button will be activated on the class computer. This alerts all members of staff and those in a position to respond acknowledge this and do so immediately.

Illegal substances within school

Please refer to the Drugs and Alcohol Policy.

Internet Safety

Cyber bullying is taken very seriously within school. Any issues or concerns will be dealt with in line with our E-Safety Policy.

Interventions / outside agencies used to support behaviour management

- Outreach support from the outreach team in specialist provisions such as Bridgelea / Ashgate
- Observing pupils and advising on new strategies
- ABC Plans
- SEN referral
- Educational Psychologist / CAMHS/Occupational Health / Speech and Language assessments
- Reduced timetable
- Support for groups of pupils on specific behaviours e.g. anger management, playtime behaviours.
- Advice on classroom management and organisation and support to develop expertise of individual class teachers
- Support for staff on managing behaviour e.g. ACE's training, De-escalation training, Rights Respecting training
- Delivering training on Behaviour Management
- TEAM-TEACH—Positive Handling Strategies
- Early Help Assessment / Children's Services
- School based social worker (non-statutory)
- Parent Support classes e.g. Families First
- Support from other local schools—Educating children off-site
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ABC - Behaviour Plan with All about me section

Date of birth Gender Class: Year group
 Teacher Start date Review date Plan number:



All about me:

What people like and admire about me::

How best to support me::

What is important to me:

Behaviour of concern

Team Teach

Team Teach strategies including various means of de-escalation and positive handling may be used to keep the pupil named in this plan, other pupils and staff safe. Upon signing this plan, parental consent is being given for such strategies to be used.

ABC

ABC

Antecedent	Behaviour	Consequence	Date	Evaluation
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Plan

Negative Behaviour	What do we want to see instead? Why? What will be the positive gains?	How can we make it happen? Who can help?
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Parent / Guardian contribution
 Pupil contribution

Signatures

Parent _____	Signed _____	Date _ / _ / _____
Pupil _____	Signed _____	Date _ / _ / _____
Teacher _____	Signed _____	Date _ / _ / _____

Pupil Risk Assessment – Overview

Student Name		Date of Assessment	
School Contact		Assessor's Name	
School		Date of Review	

Overview:

Pupil Risk Assessment – Evaluation

Hazards / Behaviours	Is it a known hazard or opinion <ul style="list-style-type: none"> • Known • Opinion 	Hazard / Behaviour Type <ul style="list-style-type: none"> • Deliberate • Accidental • Involuntary 	Who is at risk <ul style="list-style-type: none"> • Child • Peers • Staff • Others 	Likelihood (A)	Severity (B)	Risk Rating
						(AXB)
Harm to Self						
Harm to Peers						
Harm to Staff						
Damage to property						
Class disruption						
Absconding						
Ability to evacuate safely						
Toileting						
Onset of medical condition (acute)						
Management of chronic medical condition						
Allegations against staff						
Other Hazards / Behaviours						

Pupil Risk Assessment - Behaviour Intervention Plan

Student:		Year Group / Class:
Date of Plan:		Review Date:
Behaviour Pattern:		
Aims of Intervention:		
PROACTIVE STRATEGIES		REACTIVE STRATEGIES
Environmental Factors	Teaching Strategies	Coping Strategies
Plan Approved By:	Consulted Staff:	Teacher Signature:
Parent / Carer Signature:		



Newall Green Primary School

Pastoral Support Plan



Cherry Tree Trust

NAME OF PUPIL:	
Class -	

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TARGETS	SUPPORT STRATEGIES	PERSON / AGENCY RESPONSIBLE	OUTCOMES / IMPROVEMENTS

REVIEW DATES: 1st

Additional Comments:

SIGNED.
Parent:

Pupil:

Co-ordinator:

DATE:

Appendix F – Personal Communication Chart

	How I might communicate (This is the child)	What adults think this means	What helps	Scripts
Stage 1	I can fidget. I can start to move around the room. I can become shy, I will keep my coat on and pull my hood up over my face. I can cross my arms or put my head on the table. I will ask for food (usually a yogurt or fruit) I can go to the Safe base room I can say no (even when I mean yes)	X is not engaged in the task. X does not want to do his work X is finding it difficult to concentrate X is finding it too noisy X needs a little time/ space/ encouragement before he is ready to join in X is struggling to communicate his needs. X needs a sensory snack	Check that X understands what he is meant to be doing. Remind him of his successes Encourage him to use his words with others and to ask if he needs help. Remind him of his reward time. Verbal prompts. Support him with “this and then” Positive touch (hand hold) to encourage him to focus on you and listen to instructions Positive body language, smile Offer Safe Base space for the safe place to climb Reassurance Praise Encourage X to use a full sentence instead of single words. Model sentences for him and get him to repeat what you say	“ X, instruction, thankyou” “Thank you for following instructions” “Thank you for keeping us safe” “Well done for respecting their/our/your right to...” “Work and then... for reward time” “Did you mean...”
Stage 2	I can become very giddy I can copy other children’s behaviour or encourage them to join in with me. I can push others or start to use rough play. I can run around the room and climb I won’t listen to what you say. I can kick, hit I can curl up and not talk I can shout at others I can refuse to do as I’m asked I can swear I can spit I can urinate on the Safe Base floor	As above, X is becoming overwhelmed. X needs support to focus X is getting frustrated. X is finding it difficult to ignore others X requires adult support or attention.	Firm and clear direction. Encourage him to use his words with others and ask if he needs help. Remind him of his reward time. Support X with “this and then” Use verbal prompts Direct him to use Safe Base Remind him of his choices Support X to his work space and encourage him to do his work (he likes to sit with you/on your knee)	“This...and then...” (remind him of what he has chosen for reward time) “Name ,20 seconds thank you” “Name are you respecting Your/their rights to...”
Stage 3	I can try to fight with other children, I can shout and swear	X is not happy with what has been done or said by others	Direct and support to Safe Base chairs or room	“Take yourself to Safe base “ “Take yourself or I can help you” “In 5,4,3,2,1 “ (use your fingers as a visual count down as you do this
Stage 4	I will sit quietly I can look at you and smile (a cheeky smile) I can follow instructions I may cry. I can ask for food	X is starting to settle X has processed the incident. X needs sensory support in the form of food	Remind X that the grown-ups are there to help. Positive touch (back rub) and reassuring words Success reminders Fruit or yogurt A drink	“Name I understand you are ...” “I’m not cross with you... Its ok” “Use your words and I can help” “Lincoln the adults are here to keep you all safe” “well done for ...”
Stage 5	I will smile at you I will do what I need to do I will go and play with the others	X is feeling better and has processed the situation	Helping him make the right choices. Reassurance Praise	“Thank you for joining us X” “” I’m proud of you for... (Turning it around, making good choices, respecting his/her/your rights to...”
Stage 6: Effective Post incident learning strategies Distraction with Jobs Rights reflection, The use of the emotional scale to identify feelings, how they looked, felt and what name we would give them. Praise X for making good choices, Make sure you have X’s full attention when talking to him this works well with a hand hols and getting eye level with him.				