



**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 – Updated consequences section</p> <p>Included Hive points system to ‘Our approach to positive behaviour’</p> <p>Removed references to weekly ‘Golden Time’ and changed to daily ‘Choosing Time’</p> <p>Updated tiered sanctions to better reflect how The Hive fits in to these as support not consequence</p> <p>Updated SEMH/behaviour support interventions</p>
Related Policies/Guidance	<p>The Calming Space Policy</p> <p>Positive Behaviour Policy</p> <p>Behaviour Policy 2025</p> <p>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 and teach 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 through our Behaviour Points where pupils earn points for behaviour, their work and effort and attitude. These points are used to earn 'Choosing time', at the end of each session. They also earn points for when they have struggled but chosen to use a strategy to help in these areas, such as using a safe space when dysregulated.

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

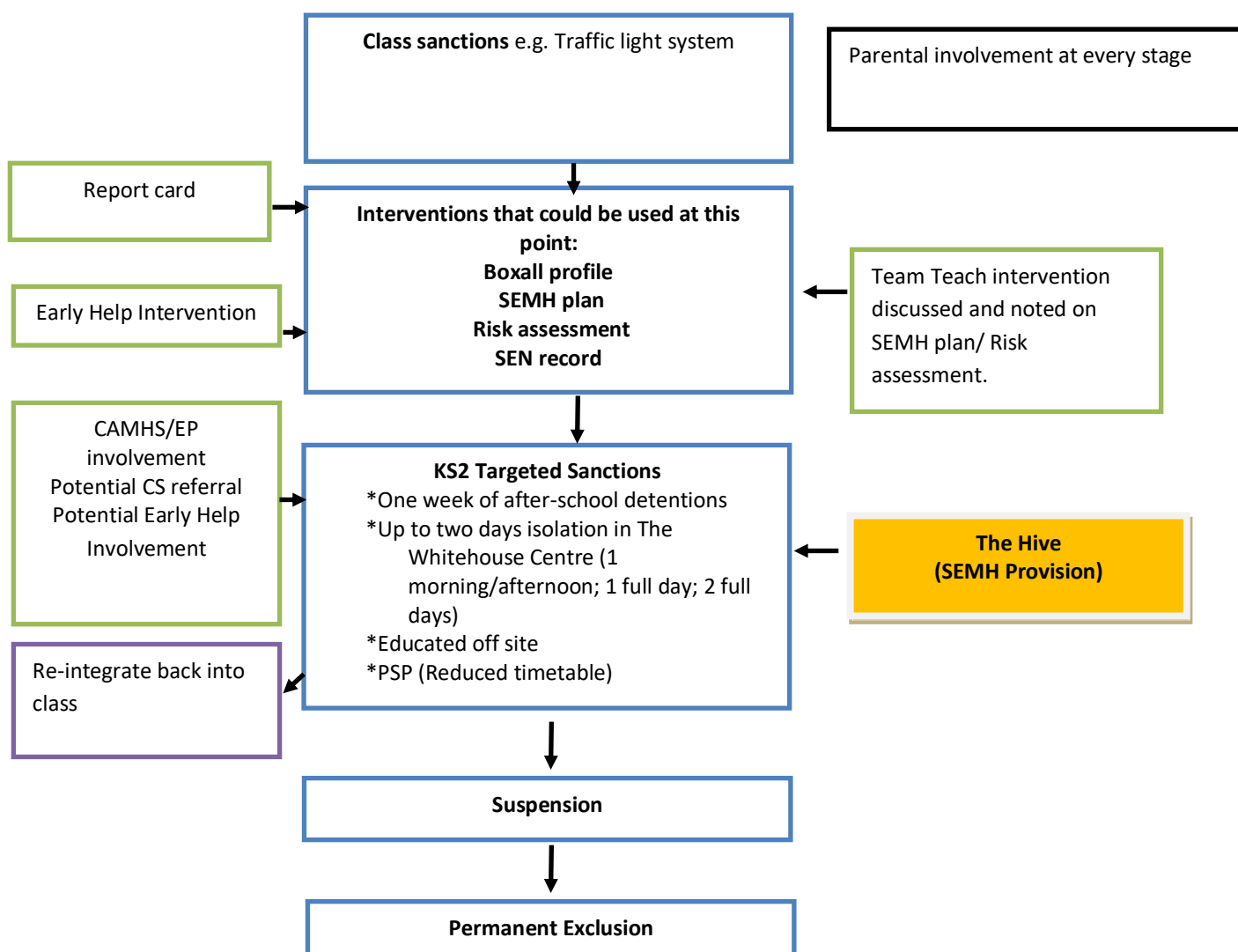
The playground charter was decided in consultation with pupils, staff, parents and governors and is displayed on the playground.

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 their 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 and The Hive (AP) Arrangements, Advice, Guidance and Service Level Agreement.

Layers of sanctions



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

Our approach to positive behaviour

As well as the approaches out-lined in the NGPS Behaviour Policy, the Hive also uses a point system to praise and recognise where a child has met the expectations for their behaviour.

Points system

In our Hive, we have established a points system designed to encourage and recognise positive behaviour among our pupils. Each session, studentpupils have the opportunity to earn up to 5 points based on their behaviour, work, and overall effort and attitude. This structured system not only motivates pupils but also fosters an environment conducive to learning and personal growth.

Furthermore, studentpupils can earn an additional point in each category by effectively employing recommended strategies to support their emotional regulation. This aspect emphasises the importance of managing feelings and behaviours in a constructive way.

Points can also be accrued during key transitions throughout the school day, including arrival at school, break and lunch times, breakfast and social skills time, and home time. By recognising positive behaviour during these critical transitions, we aim to support our pupils in developing essential life skills.

Accumulated points can lead to a variety of rewards, such as additional choosing time, selection from a prize box, or special options like watching a film. These incentives serve to reinforce positive behaviour and encourage ongoing participation in the Hive's initiatives.

For further details regarding the points system, please refer to appendix D. We believe this system will significantly enhance our pupils' learning experiences and contribute positively to their overall development.

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 de_escalating. Each child will have a personalised positive behaviour plan (Appendix C), 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.

Consequences

In The Hive, one of our primary objectives is to provide robust support for children who exhibit challenging behaviours. We recognise that addressing these behaviours effectively is crucial for promoting a nurturing and conducive learning environment. While we uphold a commitment to understanding the root causes of such behaviours, we maintain that unacceptable actions such as swearing, fighting, or physical assault will not be tolerated.

When these incidents occur, the child involved will discuss their behaviour with our Deputy Headteacher when they are ready to reflect on their actions in an appropriate way. This dialogue serves not only to address the behaviour but also to ensure that appropriate support mechanisms and consequences are systematically established. At The Hive, we firmly believe that consequences for children's actions should be both timely and logical. This means that consequences should be delivered in a manner that prevents them from being deferred until the following day. Furthermore, they should as far as possible directly relate to the behaviour exhibited. For instance, if a child creates a mess, they will be required to rectify it; similarly, if a child opts out of completing a particular activity, they will be expected to finish that work in their own time, such as during choosing time or break-time.

Through the implementation of these principles, we aim to foster accountability, encourage personal growth, and reinforce the notion that all actions bear consequences. Ultimately, our goal is to support each child in navigating their behaviours in a constructive way, whilst ensuring a safe and respectful environment for all.

Consequences for physically harming staff or pupils intentionally

Any behaviour which compromises 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 or another pupil 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.

Suspension

At times it may be necessary to suspend 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 pupil's 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.

SEMH 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 parent, child and the Hive Lead/ Room Lead, so that there is mutual understanding about any 'individualised' supports, sanctions or agreements that are put into place. It is important that the plan is completed with parents, so that both home and school are working in partnership (see Appendix A).

Risk assessment - We put a risk assessment in place for all children in the Hive, based on assessments from the placing school and our observations. 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 B).

Special Educational Need (SEN) record—Children with serious or repeated behaviour difficulties may need to have a SEP 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 an Educational Psychologist (for a pupil from another school, this will be in conjunction with the placing school as they will use their own EP) 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 Childrens' Services may be made.

Team Teach— All Hive staff are trained in positive handling (Team Teach) and on occasions where 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 risk assessment as a strategy to be used if a child puts themselves or others at risk frequently.

[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, 29 and 31 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, 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 pupils who have special educational needs or disabilities.

Pupils 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 pupils to report any bullying. The school aims to fulfil its statutory duty to safeguard and promote the welfare of pupils 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 Online 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
- Intervention groups such as – Zones of Regulation, Socially Speaking, Anger Gremlins, Language for Behaviour and Emotions and Boxall Profile
- 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 counsellor
- Parent Support classes e.g. Families First
- Support from other local schools—Educating children off-site

SEMH Plan for

Stage: E

Date of birth:

Gender: Female

Class:

Year group: 4

Teacher:

Start date: 9/9/2024

Review date: 7/2/2025

Plan number: 5



ABC

ABC

Antecedent	Behaviour	Consequence	Date	Evaluation
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Zones of Regulation Communication Chart

What triggers have been identified?

When finds a task hard instead of trying the task she uses behaviour to avoid the task.

needs strict boundaries and routines otherwise she will push boundaries but cannot deal with free choice or free time.

What are the Zones of Regulation?

Blue Zone - sad, sick, tired, bored, lethargic

Green Zone - happy, calm, feeling ok, focused, ready to learn

Yellow Zone - frustrated, worried, silly/wiggly, excited, loss of some control

Red Zone - Mad, angry, terrified, yelling/hitting, elated, out of control

Stage 1 (Blue Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
may have her head down on the table, refusing to engage in work or follow instructions.	is tired and/or does not find the task of interest to her.	If setting out clear instructions and talking through expectations does not work, allow 30 mins sleep (as stated in the EHCP plan_ through break or lunch in the Hive.	we know you are tired, have a lie down in the Hive at break / lunch and you will have to complete your work when you are awake.

Stage 2 (Green Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
Happy, chatty and pleased to show finished work.	has fully understood the task and is proud that she has completed the work.	Give praise - champion points.	Well done - amazing work.

Stage 3 (Yellow Zone): How best to support me:

How I might communicate:	What adults think this means:	What helps:	Scripts
Shout, uses arm gestures, gives a funny look(sowl).	This means is frustrated and showing signs of anxiety.	Calmly speak to and reassure her regarding the issue. Give her time to ask questions and accept the answers.	I can see you are worriedI can explainLet's talk about what is worrying you.

Appendix B – Risk Assessment

Risk Assessment for

Stage: **E**

Date of birth: _____ Gender: Female Class: _____ Year group: 4

Teacher: _____ Start date: 1/9/2024 Review date: 7/2/2025 Plan number: 5



Positive Handling

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.

Pupil Risk Assessment Evaluation: Record whether known hazard or opinion, if the action is deliberate, accidental or involuntary who is at risk (tick those that apply). Rate 1-5 (1-low risk/severity, 5 high risk/severity).

Hazards/behaviours	Known hazard	Opinion	Deliberate	Accidental	Involuntary	Child at risk	Peer at risk	Staff at risk	Others at risk	Likelihood (A)	Severity (B)	Risk Rating (AxB)
Harm to self	Yes	No	Yes	No	Yes	Yes	No	No	No	2	2	4
Harm to peers	Yes	No	Yes	No	Yes	Yes	Yes	No	No	2	3	6
Harm to staff	Yes	No	Yes	No	Yes	Yes	No	Yes	No	1	5	5
Damage to property	Yes	No	Yes	No	Yes	Yes	No	No	No	1	5	5

Hazards/behaviours	Known hazard	Opinion	Deliberate	Accidental	Involuntary	Child at risk	Peer at risk	Staff at risk	Others at risk	Likelihood (A)	Severity (B)	Risk Rating (AxB)
Class disruption	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	3	3	9
Absconding	Yes	No	Yes	No	No	No	No	No	No	2	5	10
Ability to evacuate safely	No	Yes	No	No	Yes	No	No	No	No	1	5	5
Toileting	No	No	No	No	No	No	No	No	No			
Onset of medical condition (acute)	No	No	No	No	No	No	No	No	No			
Management of chronic medical condition	No	No	No	No	No	No	No	No	No			
Allegations against staff	No	No	Yes	No	Yes	No	No	Yes	No	1	5	5
Other hazards/behaviour	No	No	No	No	No	No	No	No	No			

Signatures

Parent

Signed

Date

____/____/____

Pupil

Signed

Date

____/____/____

Behaviour	
Exceptional behaviour for the whole lesson.	5
Good behaviour for most of the lesson – learner able to remain in class for the whole lesson.	4
Mainly good behaviour but some inappropriate behaviour	3
Learner chose to use a safe space and then re-joined the lesson	+1
Learner struggled with behaviour and did not settle and was directed to a safe space but did manage to return to the lesson	1
Unacceptable behaviour – directed or removed from the class and did not return to the lesson	0
Work	
Extended work	5
All work completed	4
Almost all work completed	3
Asked for support to complete the last bit of work	+1
Little work completed	1
No work completed	0
Effort and Attitude	
Exceeds	5
Full effort given	4
Almost full effort given	3
Learner chose to use strategies to return to the green zone (e.g. safe space, zones toolkit, movement break etc)	+1
Minimal effort	1
No effort at all	0

Going home

Finishes activity ready to go home	1
Tidies up classroom	1
Collects own items from their locker	1
Good manners	1
Wait patiently for parent/carer	1
Polite and respectful to parent/carer	1

Break and Lunch

Meeting behaviour expectations	1
Polite and respectful	1
Clears away after themselves	1
Good manners	1
Returns to lesson on time	1

Arrival

No issues for parent on the way to school	1
Punctual (on time)	1
Full uniform	1
Polite and respectful	1
Good manners	1
Puts own belongings in their locker	1

Breakfast and Social Skills

Meeting behaviour expectations	1
Good manners	1
Polite and respectful	1
Clears away after themselves	1
Attends lesson on time	1