Behaviour Policy

September 2025-26

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1. Statement

- William Patten is a place where children and adults should feel safe, secure and valued
- We promote good behaviour, self-discipline and respect
- High expectations of behaviour extend throughout school, and are supported by all staff
- We encourage pupils to communicate their feelings in words, not inappropriate actions
- Bullying, in any form, will not be tolerated

2. Roles and Responsibilities of Staff and Governors

- The Behaviour Policy will be shared with staff new to the school and guidelines will be explained to supply teachers and volunteers; to ensure a shared vision for expectations, strategies and systems
- The Governors will review the Behaviour Policy yearly and support the school in promoting good behaviour
- The school supports the Learning Trust's stance against unacceptable behaviour and fulfils its obligation to report harassing, bullying, abusive, homophobic or racist behaviour, as described in the Learning Trust policy

3. Behaviour Expectations

- Be polite and respectful to each other and all adults in school
- Focus and engage in your own learning without disrupting others
- Follow all adults' instructions
- Complete assigned work to the best of your ability
- Tell an adult if you are hurt, upset or need help
- Walk quietly around the school building
- Be silent and sensible on the stairs
- Walk in line order, in single file and on the left, when on the stairs
- Show good manners at all times – e.g. letting adults through a door first
- Take care of our school environment and put all litter in the bin

4. Classroom Management Strategies

- A 'Class Charter' is written and signed by every pupil in the class at the start of each academic year
- Regular JIGSAW lessons to develop core values and citizenship
- Clear and explicit high expectations for behaviour from class teacher and support staff
- Line order displayed next to main door in each classroom
- Praise for appropriate behaviours

5. Whole School Behaviour Strategies

All staff will promote good behaviour, using positive strategies. We are consistent in our approach and follow the same behaviour system steps throughout the school.

6. Behaviour Systems

If a pupil displays inappropriate behaviour, the following steps will be used:

1. Tell the child which behaviour is inappropriate E.g. 'You are talking'
2. GIVE WARNING - 'this is your warning'
3. YELLOW CARD – write child's name on/next to the yellow card which is on the board in every classroom

4. RED CARD – record behaviour in class behaviour book

Teachers will monitor class behaviour books and inform SLT if there is a pattern of poor behaviour. Parents will be informed of inappropriate behaviours at parents' evening or sooner if necessary. SLT will monitor behaviour across the school and support groups or individual pupils to improve behaviour when needed.
Incidents of bullying, abusive, homophobic or racist behaviour, fighting or swearing; will be referred directly to a member of SLT.
If a child is seen by SLT for inappropriate behaviour, it will be recorded. SLT will decide if it is appropriate and necessary to inform a parent and/or request a meeting.

7. Working with Parents and Carers

Our relationship with parents and carers is fundamental to the success of our Behaviour Policy. It is hoped that we can resolve most problems with the support of the parents. Behaviour will be discussed at parent/carer evenings. If teachers feel that behaviour can be improved with an additional, informal talk to parents, then they should arrange this.

The sequence of involvement is:

- Parent is invited to discuss problems with the class teacher. It is crucial that all records are up to date to support this. Informal meetings may be sufficient to improve behaviour
- Strategies are suggested and a method of reporting back to parents established
- The child is made aware of the strategies

These meetings offer support to the child and their parents, and will involve SLT where necessary.

8. Pupil Support Systems

- Behaviour report card from designated member of SLT with clear targets which will be talked through with the child, checked weekly by SLT and shared with parents
- Place2Be 1:1 sessions or group
- Advice and support sought from external agencies

9. Children with Special Educational Needs or Disability

Children with SEND must be dealt with in a way that is sensitive to their needs and follows supporting strategies and guidelines detailed on their SEND profile.
For children with complex needs and/or limited verbal communication, all staff must ensure that interactions and strategies are pitched appropriately with limited vocabulary, supporting visuals and gestures: this includes when staff and pupils are working outside of the classroom or in the Learning Forest.
The inclusion team will work with all staff to support positive and safe behaviours.

10. Rewards and Sanctions

Positive behaviours are rewarded through whole school systems which include:

- Dojo points awarded and recorded on the system
- Nomination for a 'Headteacher's Award' (presented at Friday's assembly)
- Star line certificates (rewarded with extra playtime for the whole class)

Consequences for inappropriate behaviour could include:

- Time-out in class
- Time-out in the parallel class
- Missed playtime with a member of SLT

- Internal exclusion - sitting at a separate table in class, or with a member of SLT, for an agreed amount of time or until behaviour improves

11. School Trips

To ensure the safety of everyone, the same high expectations of behaviour continue outside of school when on trips. If a teacher feels that a pupil is not following instructions in school and would therefore be unsafe on a trip, they will refer to SLT who will decide if the child is allowed to attend, informing parents of their decision. They would stay in school and complete appropriate work, usually in another class.

12. Staff Development and Support

The Behaviour Policy will be shared and discussed at INSET with all staff. Training opportunities will be available for staff as appropriate. All staff are fully supported by SLT to implement our Behaviour Policy with consistency throughout the school.

13. Exclusion

In the case of behaviour that is violent or dangerous, the school has the right to issue fixed-term or permanent exclusion to a child. The decision will be made by the Headteacher (or Deputy in her absence) and follow Hackney Learning Trust guidelines; with all relevant paperwork completed within the agreed timeframe. Exclusions will be reported to the Chair of Governors and reported to all Governors at the next Governors' meeting.

14. Managing Pupil Transition

Identified children will be supported with transition at the end of the academic year. This could include:

- Transition social story and photographs of current and new teacher
- Visit to the new classroom
- 1:1 meeting with new teacher
- Transition group run by SALT, SENCO or Place2Be counsellor
- Visit to new secondary school for year 6 pupils

15. In the Playground Before and After School

Children do not come into the playground before 8.55am (when gates are opened).

For everyone's safety:

- Bikes and scooters must be pushed not ridden - including adults and siblings
- Climbing frame and slide must not be used before or after school
- No ball games, skateboards, roller blades or skates
- Same expectations of behaviour apply

16. Playtimes

Teachers must accompany their children to the playground and collect them promptly at the end of playtime. Teaching assistants, wearing hi-vis jackets, support children during playtimes and have designated areas to ensure safety.

Peer supporters from upper KS2 support KS1 children in the small playground at lunchtime, also wear hi-vis jackets.

Children are expected to follow these rules:

- Listen to all adults and follow all instructions
- Kind hands - no play fighting or wrestling
- Kind words - no swearing or deliberately upsetting someone
- Slide down the slide, never walk up it
- Maximum of seven children on the blue ring at one time

- Respect and take care of the equipment and the environment
- Stay in the main playgrounds
- When the bell is rung, line up quickly and quietly in line order

17. Playground Incidents

Sanctions in the playground could include:

- Calming time next to the adult
- Time-out with a member of SLT

If the incident is serious, the supervisor should take the child into school to a member of the SLT, who will deal with it and record it. Playground supervisors should also report incidents they have dealt with to the class teacher.

18. Wet Play in Class

A list of guidelines should be displayed in each classroom and children made clear of procedures. The most important of these is that the children stay in their own classroom and participate in calm activities. They must not use a computer or iPad. Supervision ratios will be the same as in the playground.

19. First Aid

A trained first aider is available in the first aid area for the duration of every playtime. They will deal with all incidents and complete information slips to parents, as necessary. Head bumps and serious accidents should be reported to SLT as soon as possible; they will decide if a parent needs to be informed.

20. Lunch Hall

Supervising staff will organise the smooth flow of classes to the hall and encourage quiet lines. EYFS and year 1 classes are accompanied by their teachers. Year 2 and KS2 children wait on the stairs, in silence, until a space is available on the orange spots. Children with a packed lunch are responsible for clearing up their own litter (either take home or place in bins) and school lunch pupils must clear their space and stack their plates, cup and cutlery neatly on the trolley.
High expectations of behaviour and good manners are to be maintained.

21. End of the School Day

- Class teachers will lead their class line outside from 3.20pm and stand in designated areas to wait for parents and carers, ticking children off the class list clipboard when collected. Gates will open when all classes are in their area so teachers should please be prompt
- Teachers should take any uncollected children to the KS1 Library to wait with the TA on ‘late duty’. Parents must sign the late collection sheet when they arrive
- Nursery and Reception children will be collected from their classroom and passes must be shown
- Year 6 children will not be allowed to walk home alone unless we have written permission from a parent
- Following end of BST, Year 6 children must be collected from clubs, as it is dark
- KS1 children attending Junior Adventure Group (JAG) will be collected at 3.20pm by JAG staff members and taken to the middle hall for registration
- KS1 children attending an after school club will be taken to the club lines by their TA or Teacher
- KS2 children attending an after school club will join the club lines independently
- All children attending clubs must sit quietly in the club line and wait to be registered

- Club leaders will sign their children out at 4.30pm (Lancell Street gate) and should take uncollected children to the office where a parent will be called

22. Toilets

- Nursery children will use the nursery toilets
- Reception children go in pairs, wearing a 'Toilet Pass', to the downstairs toilets (separate girls/boys)
- Year 1 children use the downstairs toilet (separate girls/boys)
- Year 2 and year 3 use the middle hall toilets (mixed gender)
- KS2 children use the roof toilets during lesson time (separate girls/boys)
- KS2 children use the roof toilets during play/lunch times (separate girls/boys)
- Generally, children in KS2 children are not expected to go to the toilets during lessons. An arrangement should be made discreetly for children with additional toileting needs, so that they can go without feeling embarrassed.

23. Assemblies

- All children must walk silently into assembly in line order, sit down, listen politely and leave in silence
- During assembly, teachers must place children carefully to avoid disruption
- Anyone talking should be placed next to an adult or at the side
- If required, 1:1 TAs should support and take full responsibility for SEND children
- Staff and children should avoid walking through the hall during assembly
- Positive strategies will be used by the member of staff leading assembly to ensure high expectations of behaviour are explicit and consistent

24. Mobile Phones

Pupils are not allowed to bring mobile phones to school. Staff must not use mobile phones during lesson time or in any area of the school where children are; including stairs. If staff use a personal device to take photographs of pupils, they must be transferred to the school drive as soon as possible then permanently deleted.

25. Jewellery and Clothing

Pupils are only permitted to wear small stud earrings and/or jewellery for religious reasons. Hats and hoods may never be worn inside the school building, including on the stairs. Football shirts (international, national or local teams) are not allowed.

26. Toys and Card Games

Pupils are not permitted to bring any toys, valuables or card games into school.

27. Physical Restraint

Physical restraint should be avoided wherever possible. If a child is endangering themselves, or another child or adult, it may become necessary to restrain them. The incident must be reported and discussed with the Headteacher or DSL immediately.

28. Searching Pupils

If it is brought to our attention that a pupil has an inappropriate or dangerous item in their possession at school, it may be necessary to search their bag and tray.

29. Disciplining Pupils Beyond the School Gate

If it is brought to our attention that a serious behaviour incident involving a William Patten pupil has occurred outside of the school, the Headteacher or DSL will use their discretion and contact parents to discuss the matter; if they feel it is appropriate to do so.

Anti-Bullying Appendix

Rationale

William Patten is completely opposed to bullying and will not tolerate it. All members of the school community have the right to work in a safe and caring environment. They also have a responsibility to ensure that bullying, in any form, is reported and dealt with appropriately.

Principles

- Pupils have the right to learn, free from intimidation and fear
- Bullying behaviours will not be tolerated
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and investigated

Definition of Bullying for Children

- Teased, put down or humiliated
- Physical violence
- Having possessions or money taken
- Rumours spread about you
- Ignored and excluded from an activity
- Threatened or intimidated
- Misuse of technology (internet or mobiles) to hurt or humiliate

Bullying is an abuse of power. It can be planned and organised or it may be unintentional. It may be perpetrated by individuals or groups of pupils.

Preventative Measures

- Regular PSHCE lessons using JIGSAW framework
- Assemblies to teach awareness of bullying behaviours and how to report them
- Whole school participation in National Anti-Bullying Week
- Shared high expectations of behaviour from all staff
- Bullying behaviours recorded

Responsibilities of Staff

- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils
- Discuss bullying with all children so that every pupil understands what bullying is and the importance of reporting it
- Be alert to signs of distress and other possible indications of bullying
- Listen to children and act to support and protect them
- Report bullying behaviours to the Senior Leadership Team
- Follow up any complaint by a parent and report back on the actions taken

Responsibilities of Pupils

- Do not become involved in any form of bullying
- Intervene to protect a pupil from being bullied, unless it is unsafe to do so
- Report anything you are worried about to a member of staff
- Do not suffer in silence, have the courage to speak out

Responsibilities of Parents

- Watch for signs of distress or unusual behaviour which might suggest bullying
- Advise children to report any bullying
- Advise children not to retaliate violently to any form of bullying
- Be sympathetic and supportive towards their children and reassure them that appropriate action will be taken

This policy will be reviewed annually by the Governing Body
Policy Agreed: **July 2025**
Policy Review Date: **September 2026**