

# Behaviour Protocol

2025-26



Hungerford School

Pride  
Passion  
Partnership  
Professionalism  
Positivity

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## The Bridge Trust Philosophy

The Trust's behaviour support protocol is rooted in a positive, preventative approach – valuing mutual respect, participation and reward – and is an absolute and categorical rejection of anything that could be construed as punishment. We use Positive Behaviour Intervention and Support as a school wide system.

Our approach is based on a belief that each pupil is capable of learning through a process of mutual exchange. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as a communication and as staff we should explore the meaning of this behaviour and any unmet needs.

We believe that our pupils can develop a strong sense of self-worth, a belief in their own abilities and therefore confidence in themselves which will enable them to become happy, motivated learners.

## Hungerford School

At Hungerford School we share the philosophy of The Bridge Trust. We expect our staff to get to know each child as an individual and to consider the child's behaviour as form of communication. We expect our staff to be positive with children and to develop a culture of mutual respect within their classrooms.

## Aim of this protocol

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this protocol.

## Hungerford School Values

At Hungerford School we have three school Values

1. Be safe
2. Be responsible
3. Be respectful

All adults and children in the school are expected to know the school rules and uphold them at all times.

If children do not know how to keep to the school rules it is the job of the adult to teach and support them, just as they would in any other area of the curriculum

## Standards of behaviour

Standards of behaviour are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. As we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. Acceptable standards of behaviour are those which reflect these principles.

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## School Ethos

The adults encountered by the children at school have an essential responsibility to model high standards of behaviour, both in their dealings with the children and with each other.

As adults we will:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

## Positive Behaviour Intervention and Support (PBIS)

At Hungerford School, as with all the schools in the Trust we use PBIS to help us take a proactive response to managing children's behaviour.

A proactive response is a *response* to a behaviour that promotes learning in a positive way; categorically rejecting negative reinforcement, fear and punishment.

- It supports children to understand and fulfil their needs and focus on finding alternative ways, where necessary, to communicate.
- Responding proactively = responding to try and prevent the behaviour happening again – with meaning and positive intention

At Hungerford School we use the 3 R's when using proactive responses:

- **Related** - the response is clearly connected to the pupil's behaviour and its function. Relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.
- **Respectful** - responses need to be given with empathy –by being respectful in tone of voice and body language.
- **Reasonable** – if boundaries are put in place they must be fair and appropriate for that child's' level of understanding.

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## Whole School PBIS Implementation

At Hungerford School we have a whole school approach to PBIS.

All staff are expected:

- To learn to recognise and minimise conflict and tension.
- To set high, explicit standards.
- To give, and be treated with, respect.
- To listen to pupils' needs.
- To avoid confrontations.
- To deal justly, wisely and firmly with issues as they arise.
- To use the PBS escalation flowchart when a behaviour needs reinstating
- To avoid blanket "punishments."

## Specific whole school approaches and actions

- Expect a 4:1 ratio of praise to a correction
- Work positively with children and adults
- Use the first two weeks of every academic year and the first week of every subsequent term as teaching time to ensure that children are aware of the school values and are able to work within them in class and around the school
- Work with the PBS team to identify a focus and collect data on incidents of specific behaviour early every term and then work as a school team to improve behaviour over the term. Data will again be collected to see the impact of the measures put in place to tackle the behaviour.
- Have visual reminders of positive behaviour – team rewards and school value displayed in every class
- PBS team will meet meetings once a half term and will use briefings term to make sure that staff are aware of and are implementing the behaviour expectations set out in this protocol, and any additional measures or strategies that supplement the protocol

## Rewards:

Our emphasis is on rewards to reinforce good behaviour, rather than on a focus on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Verbal praise and approval are used as a matter of course.

- Cross-phase teams will earn reward days for good behaviour.
- Assemblies will be held in which good behaviour is highlighted and praised, giving detail and emphasising how important it is to maintain the desired behaviour. When a target for excellent assembly behaviour is reached, children will earn a dress-up day with an exciting theme.
- Class teachers are free to reward children in class or (taking into account any resource and time constraints) outside class. It is important to ensure that the children are aware of the high expectations and that they have earned the reward.

## Consequences

Within PBS all consequences need to be meaningful and relate to the behaviour - we are re-teaching the desired behaviour/choice.

**The following is not an exhaustive list but includes possible common incidents and the accompanying sanctions:**

Behaviour	Remedy
<b>Name calling</b>	Say something positive/that you like about that person.
<b>Spills something</b>	Cleans it up themselves
<b>Disruptive during lunch</b>	Eats lunch by self, right away or tomorrow
<b>Steals something</b>	Replace it directly to the person with an apology.
<b>Damages property</b>	Fixes it or parent is asked for a contribution.
<b>Fighting</b>	Spend some time "repairing" by taking part in a shared activity inside during lunchtime rather than being allowed out or do an 'I Time' during play/lunch time

It is important to be clear and state behaviour expectations calmly but confidently. Behaviours that have a disproportionate effect on learning are usually amenable to teacher presence, awareness and fluid strategies that do not lend themselves to a list of hard and fast rules. Be proactive and anticipate common problems such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions. These behaviours can be avoided by preparing well and reminding the children of expectations. Tell them to put their hand up to speak, remind them to stay seated unless they ask and get permission to get out of their seats. Explain what is expected before activities begin. It is important to stick to your expectations and not give up when it is inevitably hard at the beginning. If you persist, it will work.

## Class Based PBIS Implementation

Each class teacher is able to use their own skills and creativity in deciding on how to implement PBIS in their own classroom as long as they follow the PBIS philosophy. Any visual display regarding behaviour must only show positives. There should be no visual reminders of negative behaviour and rewards can only be earned, not taken away.

## Exclusion/ Inclusion

Although we retain the right to exclude a child in extreme circumstances, as a school we do not believe that exclusion is in the best interests of the child. We believe that children's behaviour is a form of communication and that it is our job as a school to work creatively with the child, parents and other agencies in order to teach them more appropriate ways of communicating need.

## Recording behaviour

Any behaviours of concern are recorded on Bromcom on the day that they happened. The adult who witnessed the behaviour is responsible for recording.

## Reporting behaviour

Any behaviours of concern should be reported to the child's class teacher in the first instance. Should the behaviour be concerning enough to warrant a phone call home the class team should first discuss this with a member of the School Leadership Team.

Communication with parents should be managed very carefully. The parent should leave the conversation feeling that we will work with them as part of a team in supporting their child.

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## The Use of Physical Restraint

**The principles of all use of physical restraint are embedded in the regular training and understanding of principles outlined in Norfolk Steps.**

Trained staff are encouraged to use their professional judgement, based on their training to use physical interventions when reasonable, proportionate and absolutely necessary. With the most amount of care and minimal time.

Training in physical restraint and holding techniques is provided through the Norfolk Steps programme with regular and continuous refreshers and updates available for specific situations with the Behaviour Support team.

The essential elements of the law are held in Use of Force Guidance July 2013 (England),

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

In addition, staff should also be aware of the document:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>

Physical restraint will not occur as a matter of common practice. Whenever possible staff should use their skills to deescalate a situation rather than intervening physically unless it would be unsafe to do so. Staff should only physically intervene in line with the guidance.

### Schools can use reasonable force to

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of the parents). Pupils should be kept safe and secure from injury and any actions taken in ensuring this will be judged as would the actions of 'a reasonable parent'.

When restraint is used with any pupil; the staff involved in the incident must record on Bromcom as soon as possible. The incident outcome must be marked as "PHI" on the dropdown menu. The incident report must clearly state the reason for restraint, the staff members involved, the type of and length of the intervention used and whether or not any injury was sustained by staff or children.

The school's Safeguarding team will receive a weekly report of any incidents of physical intervention and these will be discussed individually as part of the school's weekly safeguarding meeting

### Protocol Owner and Contact Details

Jo Stephens, Headteacher

For further information on the Protocol, please contact via email

[jo.stephens@thebridgetrust.academy](mailto:jo.stephens@thebridgetrust.academy) or phone 020 76191000

Next Review Date: September 2026

# Appendix 1

## Hungerford School PBS escalation chart





'I time'



Please complete every sentence below before letting the other person/s have their turn:

I think.....

I feel.....

I noticed that.....

I'm happier when.....

I want.....

