

Hummingbird Learning Lab BEHAVIOUR POLICY



The purpose of this policy is for all members of our community to feel safe, valued and respected. This behaviour policy sets out basic expectations that, when followed, can help all students to flourish. We believe that our goals are best achieved when students, parents and all adults in the school have a clear and consistent understanding of expectations. And when helpful, healthy and appropriate behaviour is recognised and rewarded in age appropriate ways.

Author: Nicki Lorenzini - Head of Wellbeing

Quality Assured: Dave Strudwick - Headteacher

Date Approved: August 2025

Date to be reviewed: July 2026

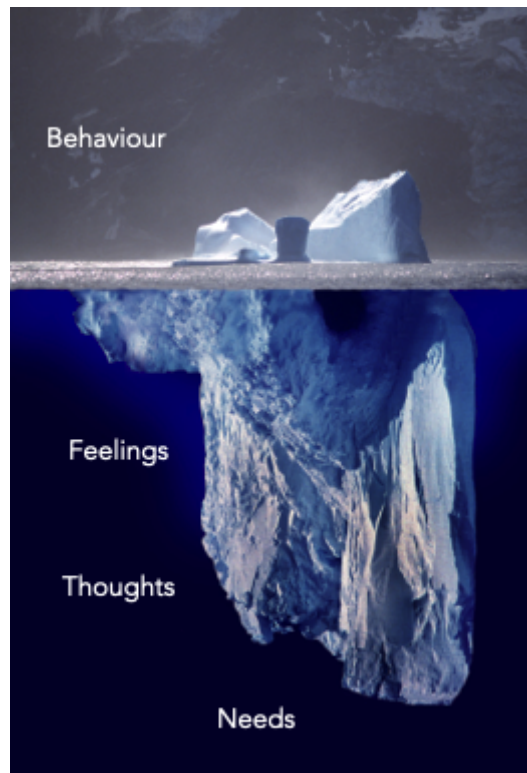
Ways of working

Faculty, staff and children work together to establish agreements about how to create a safe learning environment through all school experiences. We actively encourage learners to take responsibility for themselves and their actions. We encourage [restorative practice](#) approaches to manage behaviour. We, however, set clear boundaries for expected behaviours, and take swift actions when our community's integrity is at risk.

Our vision is to support each child in cultivating a sense of compassion, empathy, understanding and respect for themselves, as well as for their community, and in developing openness to, and appreciation of other views and identities. At the same time, the community wishes to retain the right and have the means to enforce consequences for repeated breach of community agreements and norms.

Our Mission is to empower young people with agency in their own evolution throughout life. Intrinsic motivation and developing an understanding of human nature for myself and others will be significant.

We see behaviour as a communication and that at times this communicates about an underlying and unmet need. We recognise the behaviour iceberg where behaviour is the tip of the iceberg - see below.



Professional Development

Training and mentorship, in the areas of understanding behaviour and use of a variety of behaviour strategies, will be provided for all Team and Leadership members as necessary.

Scope

Our behaviour policy applies to

- ▶ students while in school or travelling to and from school, and at school events
- ▶ students on excursions, trips, exchanges or when representing the school
- ▶ behaviour outside school if there is a clear link between that behaviour and maintaining good behaviour and discipline among the school community as a whole, including online behaviour

Behaviour expectations

Our expectations of behaviour are defined under three headings.

Respect for self and others and the world

- ▶ we show kindness to self, others and the world and acknowledge kindness shown by others'
- ▶ we acknowledge and consider others' beliefs, needs and points of view

- ▶ we conduct ourselves in a safe, thoughtful manner, showing regard for ourselves, others and the world
- ▶ we behave in a reasonable and polite manner (including keeping to time agreements) to all members of our school and wider community
- ▶ we acknowledge and strive to understand cultural differences
- ▶ we do not pass comment or judgement on the basis of race or gender.
- ▶ we celebrate diversity, and practice inclusion and equity
- ▶ when safety is paramount we follow instructions given by adults

Respect for learning

- ▶ we actively participate in all learning opportunities
- ▶ we show commitment in all endeavours
- ▶ we turn up ready to learn (including: clothing, materials, mind-set)
- ▶ we act in ways that allow others to enjoy opportunities to learn
- ▶ we support others right to participate in their own learning at their own pace
- ▶ we cooperate with others and develop positive working relationships for learning together

Respect for property and our learning environment

- ▶ we take care of and protect the physical environments in which we learn
- ▶ we clean up after ourselves
- ▶ we keep our learning environments free from chewing gum and litter
- ▶ we keep our learning environments free from alcohol, drugs and cigarettes
- ▶ we use equipment and property safely and appropriately
- ▶ we maintain property with care, noticing and taking action when something needs fixing

Recognition when behaviour expectations are met

Expected behaviour and other helpful, healthy and appropriate behaviour is recognised, celebrated and rewarded in age appropriate ways. Our focus is on intrinsic or non-material reward rather than extrinsic or material reward.

Team and Leadership

- will have an effective working knowledge of our Behaviour Policy
- will follow our written procedures pertaining to behaviour
- will write new, and update existing, behaviour procedures when the need is identified
- will use the agreed upon organisation-wide behaviour approaches, including the Restorative Practices approach which that policy names as our predominant strategy for responding to unhelpful, unwanted or unhealthy behaviour
- will take personal responsibility to secure for themselves additional training or mentorship in the area of behaviour strategies if needed

It is primarily the responsibility of the teachers and leadership to monitor general behaviour.

It is the responsibility of everyone on our Team to notice and actively respond to unwanted, unhelpful or unwanted behaviours by: stopping them; redirecting student's behaviour; enforcing an endorsed outcome for such behaviour (examples in Consequences section); and alerting the student's primary teacher

It is the responsibility of the teacher to respond to any Level 1 or Level 2 Incidents exhibited by individuals in their Learning Group

It is the responsibility of the Leadership to take effective action over behaviour incidents to ensure our school is a place of emotional, social and spiritual health and safety for all members of our community

Parents/Caregivers

Parents/caregivers are central to our success in developing a school community in which all students can flourish.

We expect parents/caregivers to work with the Team in modelling and reinforcing exemplary behaviour, demonstrating respect for: self; all members of our school; the world; learning; our learning environment and for our Behaviour Policy.

Parents/caregivers will, upon joining our school, agree to support our Behaviour Policy

Parents/caregivers will collaborate with us in: re-enabling helpful, healthy and wanted behaviour; and restoring respect, self-belief, and communication when behaviour expectations are not met by their children.

When a natural or logical or other community-endorsed consequence has occurred for an unhelpful, unwanted or unhealthy behaviour a student exhibited during time with us; parents/caregivers are asked not to enforce another consequence at home. Rather, they are encouraged to support their child to make healthier behaviour choices in the future (e.g. by role-playing or brainstorming solutions with them)

Behaviour agreements

Students and the faculty participate in making agreements that create the 'rules' that ensure the school community works well for all. Agreements can apply within a small or large group or to the whole school community.

Group agreements are made appropriately public - sometimes displayed in learning spaces, sometimes placed in learning Lab Books, sometimes posted on the HLL website where they can be accessed by students, HLL Team and parents.

Agreements are made as and when they are needed and apply to particular situations or environments.

Agreements can be changed, adapted or removed on an ongoing basis.

If a child or member of staff does not believe an existing agreement to be optimal and recognises what could be changed, they can put forward a suggestion. Suggestions are outlined to the relevant group of teachers, staff and students who will discuss and create a new or modified agreement. This is a collaborative process and can take a bit of time, however, the children quickly learn how to make agreements with each other.

Addressing unacceptable behaviour

It is the responsibility of all staff to deal with minor incidents at the time they occur. The child's teacher should always be informed. It is the responsibility of the teachers to monitor students' behaviour generally.

More serious incidents will be addressed by the teacher in consultation with leadership.

More serious incidents and actions will be overseen by the Head Teacher.

The school will take appropriate disciplinary action against children who are found to have made malicious accusations against staff. This will be considered a serious breach of discipline and parents will be invited to work with the school to help to identify the root cause of the allegation

Specific unacceptable behaviour

See: [HLL ALCOHOL, SMOKING, DRUGS AND OTHER SUBSTANCE ABUSE POLICY](#)

Support systems for children and liaison with parents and external advisors

If there is a persistent concern, the child's teacher, in liaison with the Head Teacher and the Head of Wellbeing, will draw up a plan to support the child in partnership with parents. All staff working with the child will be informed of this.

This will give a consistent approach throughout the school day. For children who are having these difficulties, the school will aim to provide targeted pastoral support or mentoring by adults or peers, (i.e. positive play, circle of friends, mentor, buddy, etc.) The Head of Wellbeing and the relevant members of faculty will consider underlying issues in both investigations and outcomes. In addition, we will carefully consider whether the child's behaviour raises concerns that a child is suffering, or likely to suffer, significant harm. Where this is the case all staff must refer immediately to the Safeguarding Policy.

The relevant faculty members will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and will refer the matter immediately to the Designated Safeguarding Lead (DSL).

Consequences

We strive for any consequences incurred to be natural consequences (e.g. an individual's misuse of equipment resulted in breakage; without equipment they cannot fully participate in the specific activity) or logical consequences (e.g. an individual demonstrated they cannot be trusted, so will be chaperoned for a period during which they can demonstrate they can again be trusted).

Outlined below are examples of unacceptable, unhealthy and unhelpful behaviour and their consequences.

This list is not exhaustive, rather, it serves as a guide.

Level	Incident	Possible consequences	Recording and communication
1	▶ Not following instructions ▶ Disruption ▶ Short term lack of effort ▶ Swearing ▶ Littering ▶ Lack of respect ▶ Lack of equipment ▶ Inappropriate use of technology	▶ Restorative approaches ▶ Verbal reprimand ▶ Removal from the activity ▶ Removal of technology for the duration of the lesson ▶ Behaviour monitoring	▶ Teacher informed ▶ Recorded by teacher in their personal notes

	▶ Lateness ▶ Chewing gum	▶ Reparation - giving back time taken; cleaning mess made	
2	▶ Persistence of minor incidents (Level 1) ▶ Rudeness ▶ Verbally aggressive behaviour ▶ Defiance ▶ Graffiti ▶ Harassment ▶ Swearing or use of offensive language	▶ Restorative approaches ▶ Reparation - giving back time taken; cleaning graffiti in own time ▶ Discussion with educator and Head of Learning ▶ Contact with parents by teacher ▶ Referral to Head of Learning/ Headteacher	▶ Head Teacher informed ▶ Parents informed ▶ Recorded in the Behaviour Log
3	▶ Persistence of incidents (Level 2) ▶ Truancy from school & lessons/ absconding ▶ Extreme rudeness ▶ Bullying ▶ Aggressive behaviour ▶ Refusal to comply with behaviour policy ▶ Theft/arson/vandalism ▶ Sexual contact/abuse ▶ Racial/sexual harassment ▶ Fighting/threatened violence ▶ Carrying a weapon ▶ Drug and alcohol related offence ▶ Physical aggression ▶ Use of alcohol, smoking, substance abuse	▶ Meeting parents/ guardians ▶ Internal exclusions ▶ Fixed term exclusion ▶ Permanent exclusion ▶ Police, child protection or involvement of external agencies ▶ Behaviour monitoring ▶ Referral to Board of Governors	▶ DSL informed ▶ Parent meeting ▶ Recorded in the Behaviour Log

Incident recording

Repeated behaviour incidents, single serious incidents and all suspected or reported incidents of bullying are recorded in the Behaviour Log and the Head Teacher is informed.

Records of these incidents include the following details

- ▶ Names of those involved
- ▶ The date of the incident
- ▶ The nature and impact of the incident
- ▶ Where the incident occurred
- ▶ For bullying - characteristics of target student
- ▶ Action taken, including notification to parents and/or leadership, safeguarding report
- ▶ Further details, incl. possible monitoring actions, consequences, restorative plans