Behaviour Management Policy

Hatton Park Primary School

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Related Policies:	Meridian Trust Special Educational Needs and Disability Policy Meridian Trust Antibullying Policy Meridian Trust Behaviour Statement of Principles Meridian Trust Equality, Diversity and Inclusion Policy Meridian Trust Physical Restraint Guidance Meridian Trust Search and Confiscation Policy
Related Document:	Behaviour and discipline in schools: advice for headteachers and school staff, 2016 Behaviour in schools: advice for headteachers and school staff 2022 Searching, screening and confiscation at school 2018 Searching, screening and confiscation: advice for schools 2022 The Equality Act 2010 Keeping Children Safe in Education Exclusion from maintained schools, academies and pupil referral units in England 2017 Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024 Use of reasonable force in schools Supporting pupils with medical conditions at school It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

Behaviour in Schools - Advice for Principals and school staff (publishing.service.gov.uk)

"Too often we forget that discipline really means to teach, not to punish.
A disciple is a student, not a recipient of behavioural consequences."

Dr Dan J Siegel

Introduction

Policy Aims and Vision

Our Belief as a Meridian School is that every child has the right to learn, but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse. All academies are an inclusive setting; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

It is expected that all adults – staff, volunteers and Academy Councillors – will always set excellent examples to the children. We seek to give every child a sense of personal responsibility for his/her own actions.

We expect that pupils will demonstrate through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly. This is reflected in our college and trust values:

- *Valuing people*
- *Achievement for all*
- *High quality learning environment*
- *The pursuit of excellence*
- *Extending the boundaries of learning*

At Hatton Park Primary School, we aim to create a safe, caring, positive, happy and healthy learning environment. This will be somewhere pupils can be challenged to achieve their full potential.

We strive to promote a sense of pride in all we do, through our learning journey.

We challenge our pupils and staff to achieve their best, and to prepare them for success in their future.

We attempt to resolve issues restoratively to promote and protect healthy relationships amongst members of our community and to ensure that those responsible for any harm accept responsibility for the impact of their actions.

Together with parents and carers, we strive to create a positive and motivating environment which enables all children to learn and achieve their very best.

We reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to prepare every child for their future. We do this by providing a broad and balanced education that offers challenge in a safe and stimulating environment. This involves developing every child's personal, social, academic and community life.

Our continuing aim is to provide each child with challenging, rewarding and enjoyable learning experiences within the caring ethos of our school. Through the PSHE curriculum, which we see as underpinning all we do, and through the support systems that are well established, we aim to ensure

that all children feel safe, valued and listened to and can therefore thrive socially, emotionally and academically.

We aim to empower children to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners. We will do this by providing a broad and balanced education that offers challenge in a safe and stimulating environment.

We aim to:

- Value individual efforts and achievements to develop every child's self-esteem and self-confidence.
- Promote health-related activities to enhance the development of every child's physical and emotional wellbeing.
- Provide a broad, balanced and engaging curriculum which supports every child to be resilient in their approach to learning and innovative and articulate in their thinking.
- Provide a friendly, welcoming and inclusive atmosphere where all children and adults are listened to, respected and feel supported.
- Foster high standards of achievement and encourage all children to strive for excellence.
- Develop an appreciation of the diversity of the world around us and an understanding of and respect for religious beliefs and moral values of other people and cultures as well as their own.
- Be welcoming and accessible to parents/carers; encourage partnerships with and value contributions from parents/carers and the community.
- Support our children to be kind, honest, and polite and to become caring, responsible members of the school, the wider community and positive global citizens.
- Encourage children to take part in the range of extra-curricular activities provided.

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. They are represented by our 6Rs:

- **Resilience**: never giving up no matter how tricky it may seem.
- **Respect**: taking care of ourselves, each other and our school
- **Responsibility**: rising to what is expected of us.
- **Reflective**: being able to look at things from another point of view.
- **Risk-taking**: being adventurous with our ideas and our learning.
- **Relationships**: working with others at school, at home and in the community.

In addition to the above values, the school supports and promotes British values:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Roles and Responsibilities

This policy is based on the belief that promoting positive behaviour is the responsibility of the community. The policy will not have an impact on learning unless everyone applies it comprehensively and consistently.

Academy Councillors

Meridian Trust exists to provide, support, and champion high-quality education at the heart of local communities.

As members of the Meridian Trust family, academies aim to unite their pupils, families and other local stakeholders around this common purpose to share experience and resources, to improve standards and to maximise our contribution to their wider communities. Our vision, mission and values guide and bring together each of the trust's academies.

Our Vision: High-quality educational provision for all at the heart of local communities.

Our Mission: To deliver, promote and inspire high-quality educational provision in schools at the heart of their local communities so that:

- Every child is a successful learner, confident individual and responsible and employable citizen
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for pupils, their families and other local stakeholders.

Our Values: All academies model and support the Meridian Trust Mission: 'Providing high quality educational vision at the heart of local communities'.

The Academy Council, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, cultural, religious, gender, disability or sexuality. Trustees will support the school in maintaining high standards of desired behaviour of pupils and staff. The Academy Council will support the Headteacher should it become necessary to update this policy to reflect emerging needs during an academic year.

Behaviour_ Statement of Principles.pdf

The Headteacher: The Headteacher and the Senior Leadership Team will be responsible for the implementation and day-to-day management of the policy and procedures. They have overall responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour policy is essential. They have a responsibility, with the support of all other school staff, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently. All leaders have a responsibility for proactively and systematically monitoring appropriate behaviour data to identify and respond to issues and evaluate the impact of the policy and its implementation.

Teaching Staff: The role of the classroom teacher is pivotal in achieving and maintaining good behaviour. Academy staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils.

The focus of our behaviour policy is to help teachers manage the more frequently occurring types of behavioural problems which can inhibit effective learning for all pupils. We build on existing good practices, ensuring that teachers know 'Our Way' and can explain and teach this to our pupils. We expect teachers to adopt a range of strategies when responding to instances of poor behaviour. Interventions need to be carefully judged by teachers based on their knowledge of individual pupils or class groups.

Support Staff: Support staff play a vital role in the implementation of our behaviour policy. All support staff are supported to challenge behaviour that does not meet the expectations outlined in this policy as well as acknowledging and positively reinforcing good behaviour.

All support staff should display high expectations of both academic and social achievement and, as adults, provide positive models of behaviour to our pupils. They play a pivotal role in reinforcing our expectations, identifying trends or specific needs and supporting individual pupils.

Pupils: As soon as pupils join our school, they are inducted into the values held by the school community. Pupils are expected to take responsibility for their own behaviour and will be made fully aware of 'Our Way', procedures and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour and will be aware of the rewards they can earn for meeting the behaviour expectations, and the reflections/consequences they will face if they don't meet the standard.

Families: Families are expected to know the school's values and standards when applying for admission for their child(ren). They are expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school and work in partnership with the school to assist in maintaining high standards of desired behaviour and are encouraged to raise with the school any issues arising from the operation of the policy. Our families are expected to take responsibility for their child's behaviour and attendance and support the school's core beliefs on positive behaviour management.

Families should support the school in carrying out consequences and celebrating success, communicate appropriately with the school when concerns arise and ensure their children are punctual, attend regularly, bring the necessary equipment to school and ensure that any homework set is completed on time.

If a child behaves in such a manner that criminal damage is committed to school property, the school considers it reasonable for compensation to be paid by parents/carers to cover the loss or damage to the school. This applies to any damage that may be caused to any transport provided for the pupils.

The School's Role Outside the Gate

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as support staff.

This may take place when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to act when any misbehaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.

Learning to Behave

It is the responsibility of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour; this is achieved through explicit teaching of:

- Displaying helpful politeness and good manners to everyone and to all visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection, empathy and tolerance
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion and the use of specific, shared vocabulary
- Articulate thoughts clearly to enhance communication skills
- Walking quietly and sensibly around the school buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others
- Understanding that rules are important and the value of following these rules
- Showing internal discipline, self-regulation of behaviour and a sense of responsibility for positive behaviour.

Recognition

Recognition opportunities are a way to identify pupil effort, progress and achievement, and help to motivate others. They are a key way of building relationships with our pupils. We utilise a range of recognition opportunities at the school that are given, e.g. in lessons, during assemblies or celebratory comments that are also shared with home. Recognition opportunities are outlined in **Appendix 2.**

Community Values and Consequences

We expect all pupils to meet our expectations. Consequences provide a deterrent, show pupils that a behaviour is unacceptable and help them to develop a sense of right and wrong. They should be applied fairly, consistently and proportionately. Consequences used at the school are outlined in **Appendices 1 and 2.**

This school has a legal right to detain pupils after school. Pupils may be asked to repair a mistake at the end of a school day, but this will take no longer than 5 minutes. Although not a legal requirement, we believe giving parents one day's notice of reflection time after school of more than 10 minutes remains good practice. Legally, parents do not need to give consent and do not have the right to withdraw their child from school reflection times.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school or via cyberbullying.

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyberbullying is often linked to discrimination, including based on gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to cyberbullying.

Intervention and Support

We will use a wide range of appropriate support and intervention plans to support the needs of the individual. Parents will be kept fully informed of any additional support provided to their children. Examples of such interventions are:

- Support from an Attendance and/or Family Support/Welfare Officer
- Assess, Plan, Do and Review (APDR Paperwork)
- Stepped Behaviour Plan: Class teacher targets, SLT Pastoral Support Plans (PSPs)
- Mentoring
- Personalised Timetable
- Alternative provision within another Trust or Alternative Provision school
- EHA – Early Help Assessment
- Risk Reduction Plan
- Local Authority Behaviour Panel
- Therapeutic Intervention

This list provides examples of interventions used to support the progress of identified pupils. It is not exhaustive, and all interventions will be designed to support the individual.

Bullying and Child-on-child Abuse

The Academy Council and staff believe that all pupils at the school are entitled to receive their education free from humiliation, intimidation, oppression, and abuse. It is the responsibility of all adults in the school to ensure that this takes place.

Child-on-child abuse can include:

Verbal	name-calling, sarcasm, spreading rumours, teasing
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focusing on the issue of sexuality
Cyber	All areas of internet such as email and internet chat room misuse. Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities

Measures used to prevent bullying and deal with incidents of bullying are outlined in the **Anti-Bullying Policy**. Any Child-on-child abuse will be logged on BROMCOM and/or MyConcern and then reviewed by the Headteacher/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead with appropriate consequences should this be deliberate or repeated.

Race Relations & Discrimination

The school has a duty to promote good race relations and will deal appropriately with racial incidents and record these. Racism and other forms of discrimination are dealt with as part of the school's curriculum and the application of consequences for discriminatory behaviour is seen as an integral part of the school's duty to educate young people. Racism and other forms of discrimination are recorded on the school's MIS.

Equality Act 2010: The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

Reasonable Force

The use of reasonable force covers a range of interventions that involve physical contact with pupils and is based on the current DfE advice on Use of reasonable force in schools

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment
- Be recorded and reported to parents/carers.

We want our staff to be able to meet the needs of the children with confidence, whilst safeguarding themselves and those in their care. Physical contact is necessary and justifiable when it meets the needs of the pupil.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The leadership team should be made aware of any reasonable force that has been used. Full statement and incident management arrangements will be used.

The Academy Council of the school has agreed that the Headteacher or person deputising may carry out the procedures listed above.

Suspensions and Permanent Exclusions

We do not wish to suspend any child from school, but sometimes this may be necessary. Suspension will only be used in cases of very serious or persistent indiscipline. The Headteacher alone will decide, under advice from Senior Leadership, whether to exclude. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Academy Council.

Suspension

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the pupil or others in danger
- Use of abusive or offensive language to staff or other pupils
- Vandalism of the school or an individual's property including school transport
- Racist, homophobic or disablist incidents
- Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the school
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the academy
- Acting in a manner which causes damage to the academy and its pupils' reputation
- Persistent unacceptable behaviour which other consequences and strategies have not been successful in modifying

This is not an exhaustive list, and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate consequence. In most instances, fixed-term suspensions will increase in length as used.

A senior leader will coordinate the collection of work for pupils to do whilst suspended. Pupils may be internally suspended, i.e. suspended from the school population on site, if deemed more appropriate than being at home. 1-1 tuition may be provided for a pupil to work apart from others for a temporary period. After a suspension, a reintegration meeting will take place with the pupil and their family as part of the reintegration process.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defense); ii) the right to be represented; and iii) the right of appeal. Our permanent exclusion procedures are as follows:

I. Parents are phoned and informed of the decision
II. Letter home within 24 hours allowing parents to discuss
III. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Academy Councillor representatives.
IV. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Councillor representatives, pupils, parents (and parent representatives if requested), and relevant Academy staff.

V. Academy Council decide to uphold or reinstate the permanent exclusion.
VI. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
VII. The Hearing outcome and any appeal outcome must be copied to the Chair of Academy Councillor, the parents and the Local Authority.

Additional Consequences and Measures

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform, will be taken very seriously and may involve the associated technology company and local authority. This is also the case for any online bullying towards other pupils or child-on-child abuse that is disclosed to the school during this time.

Searching and Confiscation

Searching: In line with the Department of Education Advice (July 2022) on 'Searching, Screening and Confiscation', school staff have the power to search a pupil for any item if the pupil agrees. Further to this, the Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury.

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched, for example mobile phones, devices or vapes. Staff may examine data files held on personal devices during a search.

Two members of staff must be present when searching a pupil (including at least one Designated Safeguarding Lead/ member of the Senior Leadership Team).

Confiscation: Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The school and school staff will not be liable for any damage or loss during the period of confiscation.

Refusal to hand over any item requested by a member of staff will be classified as defiance and escalated in line with the consequences section of this policy **(see Appendices 1 and 2).**

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. The Academy Council will review this policy annually at minimum. Assess its implementation and effectiveness and make improvements as required. ('Behaviour' is a standing item for review and discussion at each meeting).

Complaints and Appeals

Families are required to use their best endeavours to support the school in ensuring that their children's behaviour does not prevent others from learning effectively.

Families are entitled to an explanation of actions taken by the school, particularly the application of consequences and the treatment of anti-social behaviour.

If families are unhappy with the way behaviour management or disciplinary situations have been dealt with, they should address their concerns to the Headteacher informally in the first instance. Families whose concerns are unresolved have recourse to the school's Formal Complaints Procedure, details of which can be found on the school's website.

Supporting Staff and Respectful Relationships

As a Trust, we have adopted **Respectful Relationships** (previously Therapeutic Thinking) approaches and are committed to this approach across all our schools. Underpinning this is the Trust's commitment to its vision that every child is known and supported to achieve their potential.

Our pastoral approach is given the highest priority, creating schools that are caring, friendly and an environment where happy, cared-for children can thrive.

What are Respectful Relationships?

At Hatton Park Primary School, we follow the Respectful Relationships approach to behaviour support. Respectful Relationships is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Respectful Relationships approach is based on the following principles:

- Shared focus on inclusion of all pupils within the academy
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management and risk reduction
- Shared reparation, reflection and restoration

Positive Adult Behaviours That Support Behaviour for Learning

Often, what we do as staff can have a huge impact on how our pupils respond and ultimately learn, inside and outside of the classroom. There are many impactful but subtle actions that we can take, which means that negative behaviours are less likely to happen in the first place.

1. Meet and greet at the door/on the playground/at the gate (chance for positive reinforcement and reminders)
2. PIP & RIP (Praise in Public, Reprimand in Private)
3. Non-verbal gestures before words
4. Simple redirection "What should you be doing, thank you."
5. Simple requests "Name, sit down, thank you."
6. Positive feedback when earned
7. Teach standing up and circulate often (live marking)
8. Have a Do Now/Retrieval task ready at the start of each lesson
9. Catch pupils doing the right thing and praise
10. Check-backs (pupils recall instructions) to demonstrate listening.

De-escalation/Behaviour Management Strategies

De-escalation is aimed at calmly communicating with a pupil to understand, manage and resolve their concerns and move the situation onto a positive outcome.

Non-verbal, e.g.

- Glance/look at the child to alert them that their behaviour has been noticed
- Stand by the child to closely observe them
- Body language
- Adult positioning

Positive phrasing, e.g.

- "Stand next to me, thank you."
- "Put the pen on the table, thank you."
- "Walk in the corridor, thank you."
- "Walk with me to the library, thank you."
- "Stay seated in your chair.""Thank you to all those pupils who have…"

Limited choice, e.g.

- "Put the pen on the table or in the box."
- "When we are inside, Lego or drawing?"
- "Talk to me here or in the courtyard."
- "Where shall we talk, here or in the library?"
- "Are you going to sit on your own or with the group?"
- "Are you starting your work with the words or a picture?"

Disempowering the behaviour, e.g.

- "You can listen from there."
- "Come and find me when you come back."
- "Come down in your own time."
- "Come back into the room when you are ready."
- "We will carry on when you are ready."
- "You can keep the book until the end of the lesson."

Use of a de-escalation script, e.g.

- Use the person's name – "Jack"
- Acknowledge their right to their feelings – "I can see something is wrong."
- Tell them you are there – "I am here when you are ready to talk."
- Offer help – "Talk to me and I will listen."
- Offer a "get-out" (positive phrasing) – "Come with me and…"

The Principal of Restorative Approaches

Hatton Park Primary School is committed to the restorative practice approach and philosophy. It is a way of working that recognises the harm that has been caused, and it aims to repair relationships. The repair takes place through restorative actions, such as repairing harm or damaged property, taking the time to develop an understanding of those who have been hurt and working together to identify new ways to interact. Restorative approaches allow emotional literacy to be modelled and for the pupil's empathy to develop so that their drive to behave negatively is challenged not by sanctions, but by the impact the behaviour has on others in society. Restorative approaches allow:

- a chance to tell their side of the story and feel heard
- to understand better how the situation happened
- to understand how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

Staff are encouraged to use these questions as part of their daily dialogue as well as for use in the preparation and running of formal restorative meetings and conferences.

Restorative Conversations

During an incident, a child's behaviour may be influenced by anger, frustration or disappointment. It must be remembered that the child will not be ready to engage in anything until they have calmed sufficiently. Once it is considered the child is ready for the restorative process, this can take place and should involve all relevant people. **Appendix 4** can be used to help pupils *Reflect, Repair and Restore*.

Empathy is understanding someone else's experience. Often empathy is enough for a conflict to de-escalate because in many conflicts, people's most significant unmet need is to be heard and understood. The listener's initial job is to listen to everyone's experience and check understanding by using the questions to support with behaviour reflection.

What was happening just before the problem started?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

- ✓ Listen
- ✓ Ask questions
- ✓ Check understanding
- ✓ Summarise

Can you tell me what happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard.

- ✓ Listen *(use facial gestures and body language, and small words e.g. 'yes', 'okay', 'I see', 'um'… to demonstrate active listening)*
- ✓ Ask questions if necessary
- ✓ Check if you understand properly *(Do you mean…?)*
- ✓ If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding *("Are you saying that this happened?")*:

- ✓ Listen
- ✓ Ask questions
- ✓ Check understanding
- ✓ Summarise

What were you thinking/feeling/needing at the time? How have you been thinking/feeling since it happened?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy, which de-escalates any existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next question.

- ✓ Suggest feelings and needs if necessary
- ✓ Respond with empathetic body language and facial expressions.

Who do you think has been affected by your actions? What do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

- ✓ Listen
- ✓ Ask questions and make suggestions if necessary

What could you do now to help make things right? What can I do to help you?

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising, replacing broken equipment, tidying up a classroom etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentful.

- ✓ Listen
- ✓ Ask questions and make suggestions if necessary

How can we prevent this from happening again in the future?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they are bored in Maths, and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

- ✓ Listen
- ✓ Ask questions
- ✓ Check understanding
- ✓ Summarise

Implement the Appropriate Type of Consequence

Punishment is where authorities enforce an undesirable or unpleasant response to behaviour that is believed to be undesirable. At Hatton Park Primary School, we refrain from using punishment; we believe that it does not create an opportunity for our pupils to learn how to change but rather preserves negative behaviours until the punishment is no longer imposed.

Consequences are derived through logic and naturally follow an action. Therefore, pupils at Hatton Park Primary School will experience consequences to their actions. We have two types of consequences, Protective' and 'Educational'. Both create several strategies within them to teach positive behaviours to our pupils, whilst keeping a safe learning environment.

Pupils should be expected to learn how to behave in different environments through quality learning opportunities. They should experience feelings that their behaviour causes and understand why and how their behaviour affects them and others. Every opportunity should be taken, day to day, to remind pupils of what effect they have on the world.

Protective consequences: *Removal of a freedom to manage harm – these are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.*

For example:

- Time out: the child is given time out to spend time alone or to calm down in a position visible to an adult for not more than 5 or 10 minutes.
- Sent to another adult: the child is sent to see another member of teaching staff. After playtime or lunchtime incidents, the midday supervisor reports incidents to the class teacher. The incidents are followed up when they occur.
- Loss of playtime: playtime may be removed for a predetermined period. During this time, the child will be expected to complete a reflection activity and/or a reflective conversation.
- Differentiated teaching space.
- Taken to Senior Leader/Headteacher.

Educational consequences: *The essential learning, rehearsing or teaching to enable behaviour change. Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary, educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.*

For example:

- Rehearse/model situations through intentional teaching of pro-social behaviours.
- Ensure the child completes the task that they have disrupted.
- Provide educational opportunities for the child to learn about the impact of certain actions and behaviours.
- Provide opportunities for the child to put things right through a process of reflecting, repairing and restoring relationships.

Recognition Systems and Celebration Opportunities

Whilst we recognise the value and effectiveness of rewards and recognition, we aim to develop pupils' intrinsic motivation so that they learn, behave positively and strive to achieve because they understand the value of doing so, rather than simply for external rewards. However, we also recognise the importance of celebrating effort, progress, achievement and positive behaviour.

At Hatton Park Primary School, we have a range of whole-school recognition systems and celebration opportunities that provide consistency across the school and reinforce our shared values and expectations. These are complemented by age-appropriate classroom recognition systems, which allow teachers to respond to the developmental needs of their pupils whilst maintaining a consistent approach to promoting positive behaviour and learning.

Some pupils benefit from additional extrinsic recognition to support engagement and success. Where appropriate, classes may use their own recognition systems to encourage positive learning behaviours, perseverance and cooperation. These systems should always complement, rather than replace, the school's whole-school recognition systems and celebration opportunities.

All recognition systems focus on celebrating positive choices and success. Pupils do not lose recognition or rewards they have already earned. Staff work collaboratively to share effective practice, ensuring that recognition remains meaningful, motivating and appropriate for the pupils they teach

Above all, we believe that genuine, specific praise is one of the most powerful forms of recognition. Staff consistently acknowledge pupils' effort, achievement and positive choices, aiming to ensure that positive interactions significantly outweigh corrective ones. We actively seek opportunities to 'catch pupils doing the right thing', reinforcing the behaviours and attitudes that enable everyone to flourish.

At Hatton Park Primary School, our recognition systems celebrate pupils' effort, progress, achievement and positive behaviour. They help to motivate pupils, reinforce our school values and recognise the behaviours and attitudes that contribute to a positive learning environment.

Our recognition systems and celebration opportunities are closely linked to our curriculum aims and our 6Rs, ensuring that we celebrate the qualities that are most important within our school community.

- **Verbal Praise** – Staff acknowledge pupils by name and provide genuine, specific praise to recognise positive contributions, effort and achievement, helping to develop intrinsic motivation.
- **House Points** – Awarded to celebrate individual achievements in curriculum learning. House Points contribute towards collective success within each House, encouraging teamwork, positive relationships and a shared sense of achievement across the school.
- **Terrific Tokens** – Awarded to individuals or whole classes to recognise positive behaviours linked to our 6Rs, reinforcing the values and behaviours we expect to see every day.
- **Happy Mail** – Sent home to celebrate individual achievements in learning, behaviour or personal development. Each class aims to recognise pupils daily, ensuring families share in their child's successes.
- **Values Champion Award** – Presented weekly to recognise and celebrate an individual who has consistently demonstrated the 6Rs throughout the week. This award celebrates pupils who model our school values and inspire others through their actions.

Further information, including the rationale for each recognition system, implementation guidance and the accompanying posters used across the school, can be found in **Appendix 2.**

APPENDIX 1

Behaviour Guidance

To maintain high expectations, staff must build positive, professional relationships with children, which are crucial for academic success, behaviour, and safeguarding. Teachers will regularly reinforce clear, consistent school expectations and ensure pupils understand their importance. The school emphasises routine, consistency, and quality-first teaching to support positive behaviour and effective learning. All Hatton Park Primary School staff use **precise praise** to motivate children and reinforce school-wide behaviour expectations.

Hatton Park Primary School Valued Learning Behaviours and Related Rewards	
What does it look like from a child perspective?	**What does it look like from an adult perspective?**
Demonstrating the school's expectations and values (in lessons; in the corridor; in assemblies) Following classroom instruction High level of effort Participation Adherence to uniform guidance	Praise in public: *"X, well done for walking so sensibly around school."* *"Thank you for offering a response."*
Showing high levels of engagement in class/activity Providing thoughtful responses Completing high quality work in books High levels of perseverance and resilience Consistent high level of effort Class have collectively followed the school's expectations Showing kindness to others Demonstrating good manners and being courteous Getting ready for PE in timely, orderly manner	*"Fantastic X. One house point. I really like the way you have___"* *"Who might be earning a house point for showing all their writing targets?"* House points: staff member awards to child. Child/staff member records on class house point chart. Happy Mail sent home. House points collective award Terrific Tokens class – awarded after achieving 20 tokens (award activity to be no more than 20 minute in duration)
Completing outstanding work Being an excellent role model Persistently producing amazing responses in class	Staff member invites child to share successes with leadership team. Leadership team present child with Positive Learning Award or Positive Behaviour Award.
Demonstrating improvement, effort, or fantastic attainment linked to one or more of the school values, in a specific domain or across the week's curriculum	Values Star of the Week Certificate presented in whole school celebration assembly

Sometimes, despite positively framed cues, a child may continue with behaviour that contravenes the agreed expectations and detrimentally impacts their own or other children's learning or wellbeing. To minimise any impact, staff at Hatton Park Primary School utilise the following strategies if precise praise does not positively impact children's choices. At Hatton Park Primary School, we recognise everyone has the right to learn and feel safe. Therefore, any behaviour which impacts this will have a consequence.

Low Level Disruption, Disrespectful or Potentially Unsafe Behaviour	
What does it look like from a child perspective?	**What does it look like from an adult perspective?**
Shouting out Rocking/ sitting unsafely on chair Talking to others Turning around / Looking out the window Pencil tapping / Fiddling with equipment Wandering around the classroom without clear purpose for learning Rolling eyes / Answering back Running in school Sticking tongue out Not following instructions Reading Offering information not relevant to focus Leaving the classroom without permission Walking away from conversation with adult	Verbal or visual reminder – least intervention possible. E.g. Raised eyebrow, saying name, pointing to lesson expectations poster *"X, I think you will work better if you sit here, thank you."* *"Remember X, we put our hands up."* "X, *everyone has the right to learn/be safe so please remember our agreed expectations and stop ___, thank you."* *Check-in if appropriate*: *"X, how are you today? How's your morning been?"*
Continuing with any of the above or making above choices when expectations are well-established. (Professional judgement may lead straight to noted reminder)	Verbal noted reminder. *"X, that's a reminder. Everyone has the right to learn/feel safe so please remember our agreed expectations, we shouldn't be _____ because it distracts from learning/is not kind/is not safe."*
Continuing with any of the above	Second noted reminder. *"X, that is a second reminder, everyone has the right to learn/be safe and if you continue to disregard the expectations by choosing to____, you will have to go to* ***Phase Leader/DHT*** *and reflect on your choices and the school expectations. Any missed work will need to be completed during break time."*
Persisting with any of the above	Child will be asked to go to the phase leader/AHT to fill out a reflection sheet. *"X, you are continuing to disrupt learning. Please go to* ***Phase Leader/DHT*** *and reflect on the impact of your choices and why they are not appropriate, thank you."*
Returning to the class	*"X, please come and return to your work. I will talk to you about your reflection when I am able."* A reflective, restorative conversation will take place with the class teacher at a convenient time to the teacher. This may be during the lesson or during lunch and break time. Teacher will record incident on BROMCOM and inform parents in person or by telephone.

Difficult behaviour requires a more tailored response dependent on the incident and the child and previous incidents. The table above highlights some examples; however, the list is not exhaustive. Teachers may feel the incident demands that the child is sent straight to Senior Leadership. If appropriate, de-escalation strategies as scripted should be used. If teachers feel unable to de-escalate the situation, SLT should be asked to come and help - either by another adult or a sensible child (if safe for them to do so).

Escalation or Difficult Behaviour	
What does it look like from a child perspective?	**What does it look like from an adult perspective?**
Prejudice-related incidents	Teachers will need to use their professional judgement as to whether an incident needs to be dealt with immediately or during a break or lunch time; this will depend partly on whether the incident was intentional or unintentional. The Headteacher, Deputy head or SENDCo should be informed of any prejudice-related incidents. Intentional prejudice-related incidents will lead to an immediate reflection in the leadership office and educational consequence. Unintentional prejudice-related incidents will result in an educational consequence. Parents would be informed and logged on PRfE and MyConcern.
Swearing / rude gestures	Immediate reflection and restorative conversation with teacher or teaching assistant, possible loss of privileges and possible restorative conversation with SLT. Parents informed and possible internal suspension.
Vandalism	Immediate reflection and restorative conversation with teacher or teaching assistant, possible loss of privileges and possible restorative conversation with SLT. Parents informed and possible internal suspension.
Fighting or physical behaviour	Immediate reflection and restorative conversation with teacher or teaching assistant, possible loss of privileges and possible restorative conversation with SLT. Parents informed and possible internal suspension.
Threatening behaviour: deliberate throwing of equipment, squaring up to people, refusal to leave or enter a space as instructed,	Immediate reflection and restorative conversation with teacher or teaching assistant, possible loss of privileges and possible restorative conversation with SLT. Parents informed and possible internal suspension.
Illicit item in school	Item will be confiscated. Teachers will use professional judgement: dependent on item it will either be 1 reminder or immediate reflection, possible loss of privileges and restorative conversation with SLT. Parents informed and possible internal exclusion.
Dishonesty	Teachers will use professional judgement: dependent on situation it will either be 1 reminder or immediate reflection. Following this, parents may be informed, possible loss of privileges and restorative conversation with SLT. Suspected cases of dishonesty should be appropriately explored to ensure accuracy.
Malicious allegation	Headteacher or Deputy Headteacher immediately informed.
Absconding	Headteacher or Deputy Headteacher immediately informed.
Bullying	As per Anti-Bullying Policy: Monitoring of reported incidents of unkindness or physical encounters between children will evidence bullying. If a child or children are bullying then a child's parents/carers will be informed, loss of privileges and restorative conversation with Headteacher or Deputy Headteacher and possible internal suspension.

The Headteacher or Deputy Headteacher should be informed of any instances of difficult behaviour, and they will come to speak to the child in private. Escalation or difficult behaviour will need to be recorded on BROMCOM and MyConcern by the class teacher in conjunction with a conversation with a senior leader. Further consequences to difficult behaviour may include loss of privileges, a parental consultation, internal suspension for agreed period or possible external suspension. A restorative conversation planned with any adults or children involved will be scheduled as and when appropriate. There will be a review as to whether the children require an individual plan to improve outcomes for that child. Parents will be informed.

Once the child is ready to re-engage their learning, SLT will escort them back to class:

> *"X, is ready to learn again. Once you have a moment, please could you explain what they need to do?"*
>
> *"X, please sit in your chair and wait for the teacher to explain the lesson to you."*

There may be a need for a member of SLT to remain in the room for a period of time to ensure successful reintegration.

Persistent difficult behaviour will potentially lead to permanent exclusion.

Dangerous or Harmful Behaviour

Dangerous or harmful behaviour relates to behaviour in which children are deliberately putting themselves, other children, or adults in harm's way. In these rare instances, supervising adults should escort other children away from the dangerous behaviour and SLT should be immediately called. Staff members will be asked to supply witness statements which are factual and unemotional.

The difference between dangerous and difficult behaviour may be subjective to professional judgement and reports of dangerous behaviour will be carefully investigated by the Headteacher or Deputy Headteacher. For example, fighting in different forms will be at times 'difficult' and at other times 'dangerous'.

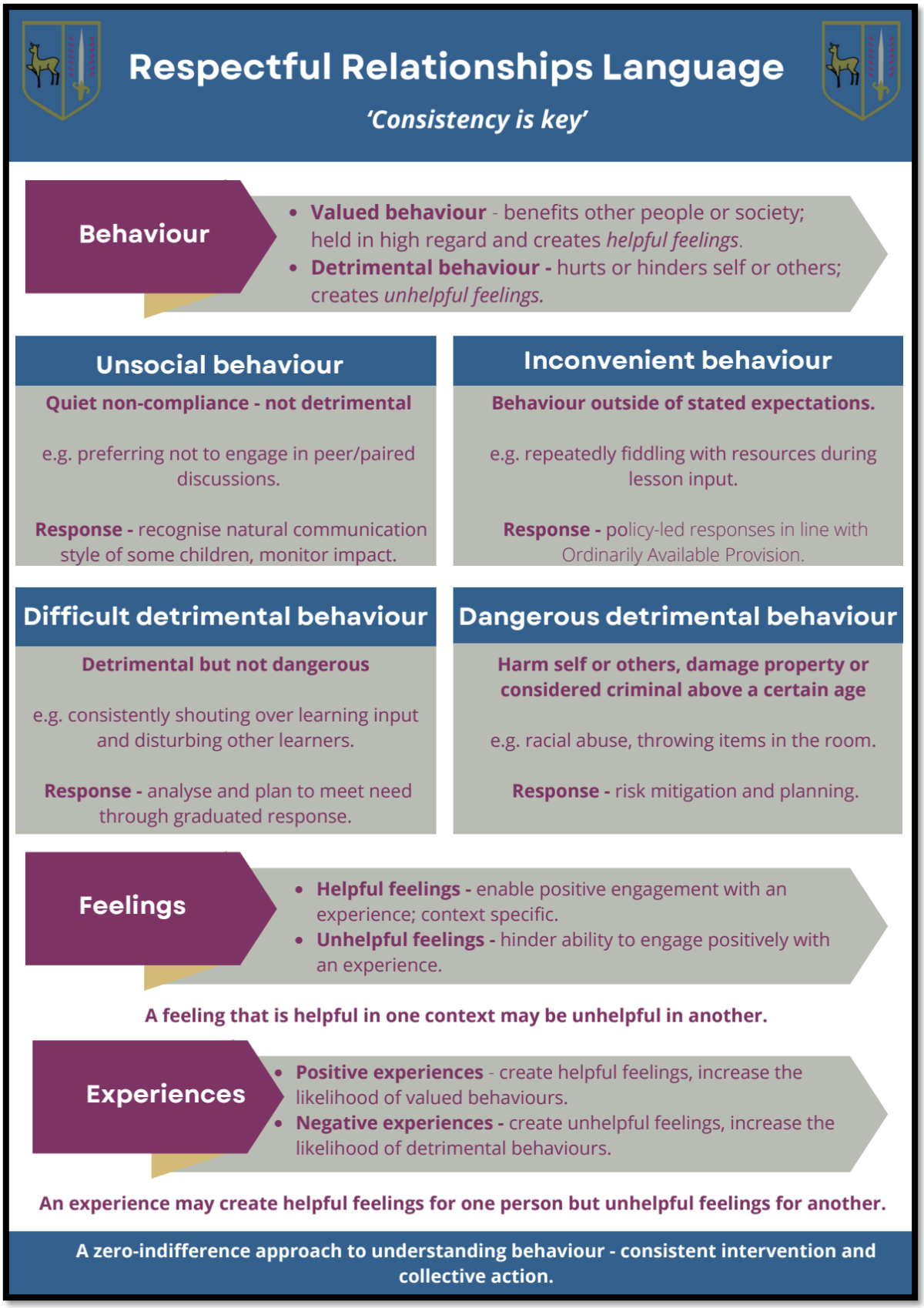
See also Use of reasonable force in schools and the Meridian Trust's guidance on Reasonable Force.

In instances of 'Dangerous behaviour', parents/carers will be asked to speak to the Headteacher. Dangerous behaviour will likely lead to internal or external suspension, or potential permanent exclusion.

Adaptations

Informed by research in child psychology, Hatton Park Primary School knows that children's behaviours can be influenced by their life experiences and context. Committed to ensuring our children become confident, happy, safe and kind adults; we will adjust this behaviour strategy to suit individual need where relevant. To ensure consistency for these children amongst all staff, any adjustments will be recorded in an individual action plan.

APPENDIX 2


Respectful Relationships Language
'Consistency is key'
Behaviour
Valued behaviour - benefits other people or society; held in high regard and creates helpful feelings.
Detrimental behaviour - hurts or hinders self or others; creates unhelpful feelings.
Unsocial behaviour
Quiet non-compliance - not detrimental
e.g. preferring not to engage in peer/paired discussions.
Response - recognise natural communication style of some children, monitor impact.
Inconvenient behaviour
Behaviour outside of stated expectations.
e.g. repeatedly fiddling with resources during lesson input.
Response - policy-led responses in line with Ordinarily Available Provision.
Difficult detrimental behaviour
Detrimental but not dangerous
e.g. consistently shouting over learning input and disturbing other learners.
Response - analyse and plan to meet need through graduated response.
Dangerous detrimental behaviour
Harm self or others, damage property or considered criminal above a certain age
e.g. racial abuse, throwing items in the room.
Response - risk mitigation and planning.
Feelings
Helpful feelings - enable positive engagement with an experience; context specific.
Unhelpful feelings - hinder ability to engage positively with an experience.
A feeling that is helpful in one context may be unhelpful in another.
Experiences
Positive experiences - create helpful feelings, increase the likelihood of valued behaviours.
Negative experiences - create unhelpful feelings, increase the likelihood of detrimental behaviours.
An experience may create helpful feelings for one person but unhelpful feelings for another.
A zero-indifference approach to understanding behaviour - consistent intervention and collective action.

Respectful Relationships at Hatton Park

The Respectful Relationships Approach

Designed to promote valued behaviour.

Purpose of the approach: ***to develop an ethos of kindness and valued behaviour, and reward when valued behaviour is demonstrated.***

Why it matters

As a school, we follow a 'Respectful Relationships' approach.

Underpinning this is our commitment to the vision -

Every child has the right to: learn, be listened to, be valued and be safe.

Principles of Respectful Relationships

The key principles include a shared:

- Focus on inclusion for all
- Set of values and beliefs
- Open communication
- Commitment to diversion and de-escalation
- Risk management and risk reduction
- Reflection and restoration

De-escalation

Calmly communicating to understand, manage, resolve concerns and move the situation onto a positive outcome.

Approaches can be:

- Non-verbal
- Positive phrasing
- Limited choice
- Disempowering the behaviour
- The use of a de-escalation script

Restorative conversations

Allow us to model emotional literacy and develop children's empathy.

Behaviour is challenged by impact on others rather than sanctions.

Restorative conversations allow pupils space to:

- Share their story, be heard and understood
- Reflect on the root cause
- Prevent similar incidents arising again
- Find a way to move on and feel better about themselves

Consequences

Logical learning opportunites to develop valued behaviours whilst maintaining a safe environment.

NOT a punishment or punitive.

Educational consequences: Learning opportunities to consider impact of actions and put things right through reflection and repairing.

Protective consequences: Necessary measures to manage the risk of harm e.g. different space to re-regulate and reflect.

A zero-indifference approach to understanding behaviour - consistent intervention and collective action.

Valued Behaviours at Hatton Park

The 6 Rs

Our school values are:

Resilience - never giving up no matter how tricky it may seem.
Respect - taking care of ourselves, each other and our school
Responsibility - rising to what is expected of us.
Reflective - being able to look at things from another point of view.
Risk-taking - being adventurous with our ideas and our learning.
Relationships - working with others at school, at home and in the community.

Housepoints

To celebrate individual achievements and effort in curriculum learning.

Building towards collective success as a house, encouraging positive relationships across the school.

Terrific Tokens

To celebrate individual or whole class positive behaviours linked to our 6 Rs.



Happy Mail

To celebrate individual achievement in each class every day, behaviour or academic.



Values Champion

To recognise celebrate an individual who is consistently showing the 6Rs over the course of the week.



A zero-indifference approach to understanding behaviour - consistent intervention and collective action.

Valued Behaviours in more detail

Housepoints

- Awarded for effort and achievement in learning.
- Examples include: High-quality work, working towards personal learning goals, completing homework, completing reading diaries etc.
- Award one house point per celebration, not multiples.
- Can be given verbally or recorded in books.
- Recorded as a class tally under house colours, not individual names.
- Collected and totalled weekly, then celebrated in whole-school assembly.
- Weekly totals reset after so that a different house team could be celebrated the next week.
- Points are also accumulated across the half term & winning house receives the House Cup

Terrific Tokens

- Awarded for demonstrating the school's 6 Rs and valued behaviours.
- Examples include: Kindness, holding doors open, collecting litter, positive relationships
- Can be awarded to individuals or whole classes.
- Used to recognise positive choices and behaviours in the moment.
- Particularly valuable for children who may find the 6 Rs challenging.
- Staff should explain why the token is being awarded as a 'pause and praise' moment.
- Tokens are collected in a class jar and totalled; 20 tokens results in a 20 minute class treat.
- Classes compete for the Terrific Token Trophy each half term.

Happy Mail

- Used to celebrate positive achievements, effort, attitude, or behaviour.
- More than one piece of Happy Mail can be awarded in a day if appropriate.
- Usually given out at the end of the school day.
- Can be presented privately or publicly, depending on the child.

Values Champion

- Awarded for consistently demonstrating the school's values and expectations throughout the week.
- Recognised and celebrated in weekly assembly.
- Featured in the school newsletter.
- Serves as a positive role model for others.

A zero-indifference approach to understanding behaviour - consistent intervention and collective action.

How we celebrate valued behaviour

We have four amazing ways to celebrate valued behaviour!



House Points

For when I try my best with my learning.
We celebrate House Points in assembly every week.
House Points help my house team win the House Cup.



Terrific tokens

I earn Terrific Tokens when I show the 6 Rs.
My class collects tokens together and 20 tokens means a treat.
My class can win the Terrific Token Trophy each half term.



Happy Mail

I get Happy Mail for great effort or behaviour.
Happy Mail shares my success with my family.
It celebrates when I have tried my best.



Values Champions

Values Champions show our 6Rs every day.
They make great choices and set a good example.
We celebrate them in assembly and the newsletter.

APPENDIX 3

Respectful Relationships – Graduated Approach

Universal Behaviour Curriculum	Check existing knowledge, skills and understanding. Complete pupil induction (routines and valued behaviours). Establish realistic next steps. Identify opportunities for teaching and learning linked to real-world experiences. Provide guided and supported practice of skills. Review progress. Refer to Behaviour Policy.
Universal Plus Behaviour Policy	Check if the identified behaviour is covered in policy. Support the pupil in line with policy. Monitor and record the impact of policy on progress. Review progress. Implement further analysis and planning.
Targeted Early Prognosis	Describe factually and unemotionally. Gather appropriate and authentic pupil voice. Gather information from parents/carers and staff. Gather information from multi-agency colleagues. Ensure collated information informs planning. Set a review date. Review progress. Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	Update and review all information within Targeted. Consider involvement of multi-agency colleagues. Complete Risk Calculator. Identify protective consequences. Identify educational consequences. Analyse dysregulation and values and beliefs (subconscious and conscious). Complete Anxiety Analysis for relevant variables. Create a Predict, Prevent and Progress plan. Set a review date. Review progress. Implement further analysis and planning.
Specialist Therapeutic Plan	Update and review all information within Targeted and Targeted Plus. Consider involvement of multi-agency colleagues. Complete the Therapeutic Tree for the individual pupil. Complete a detailed Therapeutic Plan. Set a review date. Consider group dynamic options. Review progress. Involve multi-agency colleagues and identifying next steps.

APPENDIX 4

"Reflect, Repair and Restore"

