Behaviour Management Policy

Histon and Impington Park Primary School

(HIPPS)

This policy has should be read in conjunction with the DfE guidance:

Reviewed and Approved by:	Histon Park Primary School Academy Council
Review Cycle:	Two yearly or if significant change
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To be published on website (yes/no) :	Yes
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 Restrictive Intervention Policy Meridian Trust Search and Confiscation Policy
Related Document:	Behaviour in schools: advice for headteachers and school staff (February 2024); Searching, screening and confiscation: advice for schools (July 2023); Keeping Children Safe in Education (September 2026); Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026); Restrictive interventions, including the use of reasonable force, in schools (April 2026); Supporting pupils at school with medical conditions (December 2015). It is also based on the requirements of the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated September 2024).

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:

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 set excellent examples to the children at all times. 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 HIPPS, 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, in order 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 of 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.

We aim to promote:

Pride

Aspiration

Respect

Kindness

- 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 as a whole. 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 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, culture, religion, 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 the course of 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', procedure 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 also 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 standpoint 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 take action 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 at the school 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 in order 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. See **Appendix 4** for Rewards Strategy.

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 **Appendix 1.**

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 cyber bullying.

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 on the basis of 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
- Anything to add?

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 Pupil Asset 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 at 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/disabilities (SEN/D).

Restrictive Physical Interventions

In rare circumstances where there is an immediate risk of harm to a pupil, other pupils or adults, restrictive physical intervention may be considered as a last resort. All restrictive interventions must be reasonable, proportionate, necessary and carried out by appropriately trained staff in accordance with the Trust's Restrictive Intervention Policy. The policy provides detailed guidance on prevention, de-escalation, decision-making, recording, reporting and post-incident support. Staff and families should refer to the Restrictive Intervention Policy for full information regarding the use of restrictive intervention within the school.

All members of staff have a duty to use restrictive physical intervention, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of restrictive intervention 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 restrictive intervention, 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 restrictive intervention 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 giving parents the opportunity 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 representative if requested), and relevant Academy staff.
v. Academy Council make decision 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 Council, 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 classed as defiance and escalated in line with the consequences section of this policy (**Appendix 1)**.

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 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 a behaviour management or disciplinary situation has 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

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 HIPPS we follow the Respectful Relationships approach to behaviour support.

Steps 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

Adult behaviours that support 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. **Appendix 1** provides guidance for adults.

Positive adult behaviours that support Behaviour for Learning

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 in order to understand, manage, 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

HIPPS 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 in a negative way 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 persons. **Appendix 2** 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, peoples' 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 6 questions to behaviour reflection.

Use Restorative Questions

- ✓ **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 eg. '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?**
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.

✓ **How have you been thinking/feeling since it happened?**

✓ **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
- Make suggestions if necessary

✓ **What could you do now to help make things right?**
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

- 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

- ✓ **What can I do to help you?**

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 the HIPPS, 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 HIPPS will experience consequences to their actions. We have two types of consequences, 'Protective' and 'Educational'. Both of these create a number of strategies within them in order 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**)**
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 of time. 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 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.

Rewards

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move their motivations to learn from extrinsic motivation to intrinsic. However, we appreciate the need to recognise when pupil work hard and do their best. **Most of our children respond well to our values and the house system we have in place.**
We recognise that some of our younger or less mature pupils do need extrinsic rewards to promote learning experiences. Within our school, classes may have mini reward systems and practices that are appropriate for the age and developmental stage of their pupils. Where possible, rewards should encourage positive social and learning behaviours.
All classroom systems accentuate the positive and pupils cannot lose rewards they have already gained. Staff share practices with each other and aim for variety in their approaches.
We appreciate that one of the best rewards for a pupil is genuine praise. We praise pupils for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a pupil at every opportunity 'catching them doing the right thing'.

Recognition Opportunities

We utilise a range of recognition opportunities at HIPPS:

- **Recognition opportunities** are our way to identify pupil effort, progress and achievement, and help to motivate others.
- **Recognition opportunities** are mapped against our Curriculum Aims to ensure that we reward and celebrate pupils for the things that are important to us at HIPPS
  - **Weekly celebration**. We celebrate pupils who have demonstrated our values weekly in assemblies.
  - We celebrate on our Facebook page, academic, sporting and personal achievements as well as in weekly and end of term assemblies with certificates, etc.
  - **Verbal Praise** (acknowledging pupils by name and genuinely appreciating their positive contributions and developing intrinsic motivation)
  - **House Points-** children receive house points for demonstrating the four PARK values and these are shared with children in weekly celebration assemblies.

- **Communication Home** (telling families how well their child has done via phone calls, e-mails, letters and the school newsletter)

Behaviour Guidance

Appendix 1

Precise Praise:

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 HIPPS staff use precise praise to motivate children and reinforce school-wide behaviour expectations.

HIPPS 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	House-points/ certificates and crowns are awarded for displaying school values. House-points are kept on display in the library area. *"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?"* Work may also be taken to share with the phase leader/assistant head or headteacher
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	House points and praise as above.
Completing outstanding work Being an excellent role model Persistently producing amazing responses in class	As above
Showing fantastic sporting skills and attitudes in PE	Sports Personality of the Week medal: acknowledged in assembly.
Demonstrating improvement, effort, or fantastic attainment in a specific domain or across the week's curriculum	As above

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 HIPPS utilise the following strategies if precise praise does not positively impact children's choices. At HIPPS, 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 Wandering around the classroom without clear purpose for learning Rolling eyes Answering back Running in school Sticking tongue out Not following instruction Fiddling with equipment 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 <u>put our hands up</u>."* "X, e*veryone 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)	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/AHT** 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 **AHT** 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.

Difficult behaviour:

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, assistant head or SENDCo should be informed of any prejudice-related incidents. Intentional prejudice-related incidents will lead to an immediate reflection outside the classroom 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, possible loss of privileges and restorative conversation with inclusion team/SLT. Parents informed and possible internal suspension.
Vandalism	Immediate reflection, possible loss of privileges and restorative conversation with inclusion team/SLT. Parents informed and possible internal suspension.
Fighting or physical behaviour	Immediate reflection, possible loss of privileges and restorative conversation with inclusion team/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, possible loss of privileges and 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 Assistant Headteacher immediately informed.
Absconding	Headteacher or Assistant Headteacher immediately informed.
Bullying	As per Anti-Bullying Policy: Monitoring of reported incidents of unkindness or physical encounters between children will evidence bullying. If it is clear that a child or children are bullying then a child's parents/carers will be informed, possible loss of privileges and restorative conversation with Headteacher or Assistant Headteacher and possible internal exclusion.

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).

The Headteacher or Assistant Head should be informed of any instances of difficult behaviour, and they will come 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 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 Assistant Headteachers. 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, staff at HIPPS know that children' 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 How adults can help

The 'XXXXXX WAY'



All adults are visible role models

- ✓ Meet and greet: lining up, at the door, on the playground, for every session
- ✓ End and send routine at the correct time after each lesson
- ✓ Actively model polite and respectful actions
- ✓ Showing pupils what it means to **'Be XXXXXXX'**

Share a common language

- ✓ "XXXX your choices have not been e.g. Safe (Kind/Positive) because.."
- ✓ "XXXX it's great to see you are choosing to be Safe (Kind/Positive) by..."
- ✓ "I am here to keep you safe"

Clear behaviour expectations

We expect everyone to uphold our school values around the school e.g.

- ✓ Safe
- ✓ Kind
- ✓ Positive

Use restorative questions

- ✓ What was happening just before the problem started?
- ✓ Can you tell me what happened?
- ✓ What were you thinking/feeling at the time?
- ✓ How have you been thinking/feeling since it happened?
- ✓ Who do you think has been affected by your actions?
- ✓ How were they affected?
- ✓ What could you do now to help make things right?
- ✓ How can we prevent this from happening again in the future?
- ✓ What can I do to help you?

Stepped Consequences (in and out of lessons)

- ✓ Reminder
- ✓ Verbal Warning
- ✓ Reflection Time
- ✓ Restorative Conversation

Rewards over and above behaviours

- ✓ **Catch pupils being good and praise** (intrinsic motivation)

Can also use:

- ✓ House Points
- ✓ Community celebration
- ✓ Positive Communication home

Ap e dix 3 Consequence Ladder

SAFE, KIND and POSITIVE

Histon and Impington Park Primary School - Behaviour for Learning – Consequence Ladder

	Behaviour- Examples (this list does not cover all behaviours)	Consequence(this list is not exhaustive)
Step 1 	Low Level Disturbance in class e.g. • Making inappropriate noises or disrupting others • Calling out when it's not my turn • Talking when I should be quiet or listening • Not following instructions from an adult • Not following the rules of conduct when moving from one area of the school to another • Inappropriate behaviour or language • Deliberate strategy to avoid work • Being unkind to others	• verbal/gestured reminder – adult • choices and check in with the individual child. • Give reminder of positive behaviour choice *Praise children in the class making the right behaviour*
Step 2 	Continuation of low-level disturbance e.g. • Repeatedly making inappropriate noises or disrupting others • Repeatedly calling out when it's not my turn • Repeatedly talking when I should be quiet or listening • Repeatedly not following instructions from an adult • Continuing to not adhere to the rules of conduct when moving from one area of the school to another • Refusing to attempt work • Continuing to be unkind to others	• Pupil spoken to by staff 1:1 – clear indication of consequences if the behaviour persists • Adult directs positive behaviour choice • Short and immediate time away from the class group *'Let's try to come up with some strategies to help you make the right choice'*
Step 3 	▪ Persistent disruption of learning and teaching ▪ Persistent defiance towards adults ▪ Stonewalling/refusing to resolve issues with an adult ▪ Persistent inappropriate behaviour in and around school ▪ Persistent non-completion of work ▪ Racist/homophobic/discrimination based on disability towards others ▪ Ongoing unkind behaviours towards others	▪ Time outside the classroom ▪ Teacher speaks to parent/parent and child about behaviour • Review of current support/EHCP/behaviour support plan • Opportunity for child to reflect, repair, restore and discuss strategies moving forwards, including completing missed work (break or lunchtime) ▪ *Recorded on Pupil Asset/MyConcern/**Behaviour log***
Step 4 	▪ Theft ▪ Behaviour that compromises the safety of others ▪ Verbally rude towards adults or peers ▪ Rude gestures towards adults or peers ▪ Refusing to talk to adults about their behaviour ▪ Deliberate damage to property ▪ Racist/homophobic/discrimination based on disability towards others ▪ Malicious allegation	▪ Pupil sent to senior member of staff ▪ Parent continued to be kept informed on a regular basis • Incomplete work to be sent home • Review of need for additional interventions/EHCP/behaviour support plan • Time with an adult during break/lunchtime to discuss behaviour to support child to succeed, reporting to class teacher – SLT and class teacher • *Recorded on Pupil Asset/MyConcern/Prejudice Related Incidents for **Education(PRFE)*** • ***(HT or AHT)/Behaviour log/possible internal suspension***
Step 5 	▪ Escalation or continued Stage 4 behaviour ▪ Disruption or defiance when removed from class ▪ Dangerous behaviour / Heightened State ▪ Racist/homophobic/etc behaviour towards others ▪	▪ Pupil completes schoolwork away from peers for an agreed period of time. ▪ Behaviour Plan put into place to support child to succeed, reporting to senior member of staff ▪ Review of need for additional interventions and input by external agencies ▪ Parental meeting with Head teacher/SLT in addition to class teacher • *Parental meeting - senior member of staff.* • *Recorded on Pupil Asset/MyConcern/PRFE* ▪ Is likely to lead to an Internal Suspension ***and possibly a fixed term suspension***
Step 6 	▪ Extreme difficulties with behaviour ▪ Inappropriate language towards or about a member of staff ▪ Verbal aggression towards a member of staff ▪ Deliberate violence towards a member of staff ▪ Bringing the Academy into disrepute	▪ Parental meeting with Headteacher ▪ Moving Forward/Behaviour Plan put into place ▪ Review of need for additional interventions and input by external agencies **Is likely to lead to a Fixed Term Suspension** Decision made by Headteacher ▪ *Recorded on Pupil Asset/MyConcern* ▪ *Executive Principal informed* ▪ *Local Authority informed*
Step 7 	▪ Continued Stage 6 behaviour ▪ Possession of a weapon or items that may be used as weapons ▪ Possession and/or use of illegal substances	Decision made by Headteacher Is likely to lead to a Permanent Exclusion ▪ *recorded on Pupil Asset/MyConcern*

REFLECTION

REFLECT, REPAIR AND RESTORE



What happened?



What did I do?



What did others do?



How did I feel?
What zone was I in?



What could I have done differently?



How am I going to fix this?

Appendix 4: An example of a complimentary approach

Zones of Regulation

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red. Children in Nursery/Preschool and Reception can use The Colour Monsters variation. Zones of Regulation® compliments the Thrive Approach to working with children.



- Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.
- Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Appendix 5: Therapeutic Thinking/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.