

Hampton Hargate Primary School

Behaviour Policy

Date: AUTUMN 2024
Review date: AUTUMN 2026

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

1 Aims and Expectations

- 1.1** It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our school behaviour policy is designed to promote good behaviour and encourage consistency in dealing with poor behaviour.
- 1.2** Our priority is to promote good relationships with all members of our school community, so staff and pupils can work together effectively.
- 1.3** The school expects every member of the school community to behave in a considerate way towards others. Specific rules will be discussed and agreed with the children at the beginning of each school year.
- 1.4** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.5** The school will promote and reward self-discipline, a respect for one another and for authority, respect and care of others, good behaviour and we develop an ethos of kindness and co-operation. This policy is designed to promote and reward good behaviour, rather than merely deter anti-social behaviour.
- 1.6** The school strives for an ethos of honesty with one another, trust and forgiveness and understanding when things may not have always gone to plan. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- 1.7 Behaviour is a form of communication**
The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing **behaviour as a communication of an emotional need** (whether conscious or unconscious), and responding accordingly.
- 1.8 Taking a non-judgmental, curious and empathic attitude towards behaviour**
We encourage all adults in schools to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour, rather than the behaviour itself**. Children with behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.
"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress" (from Colebourne Primary School's Behaviour Policy)
- 1.9 Putting relationships first**
This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community.
- 1.10 Maintaining clear boundaries and expectations around behaviour**
Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools 7 rewards and

consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

- 1.11 Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- 1.12 Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- 1.13 Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.**

2 Rewards

2.1 We will praise and reward children for good behaviour in a variety of ways.

FREQUENCY	TYPE OF REWARD	REASON FOR REWARD
When appropriate	Take work to the Headteacher and other SLT to praise and award.	To celebrate good work, effort or attitudes.
	Individual rewards	Given to children who may have individualised behaviour or coordinated plans with planned rewards.
Daily	Verbal Praise	Given by all, at all times, including dojos home.
	Class rewards	Stickers, raffle tickets, dojos (dependent on the class teacher)
	Positive written remarks in books	For achievement and effort
	Class dojo points	Displaying behaviour linked to good to be green, recognise effort/attitude towards work and/or academic achievement.
	Stickers	See above
	Mini merits	Displaying behaviour linked to good to be green, recognise effort/attitude towards work and/or academic achievement.
	Green/Silver/Gold card	Part of the 'good to be green' reward system (Yr 1-4) and recognises when children have displayed good behaviours which go above and beyond expectations consistently throughout the day.
Weekly	Star of the week	Children who have worked hard demonstrating positive behaviour and/or academic achievement.
	Merits	Children who have worked hard demonstrating positive behaviour and/or academic achievement.

	Mental maths awards, Spelling awards and homework awards	Presented when children achieve full marks in their weekly test and when produced homework worthy of extra recognition.
Half -Termly	Achievement Awards	Presented with a book for demonstrating exceptional behaviour and/or academic achievement worthy of extra recognition.
Termly	Postcards from Headteacher	For demonstrating exceptional behaviour and/or academic achievement worthy of extra recognition.

- 2.2** The school also acknowledges efforts and achievements out of school through 'show and tell.'
- 2.3** Individual teachers may also have additional reward systems in place in their classroom.

3 Sanctions

- 3.1** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- 3.2** The sanctions are displayed in all the classrooms and around the school.
- 3.3** The class teacher discusses school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time and in whole school assemblies and records on Integris Behaviour Module if appropriate.
- 3.4** It is important that children know what will happen to them if they choose to misbehave and the consequences are applied consistently and fairly.
- 3.5** Children will be taught to take responsibility for their own behaviour through discussions and lessons.
- 3.6** Teachers will follow the school behaviour procedures and where sanctions have been given teachers should record them on the Integris Behaviour Module
- 3.7** Consistent behaviour issues will be discussed with parents and referred to the Key Stage Leader or Headteacher
- 3.8** A serious incident should be directly referred to the Key Stage Leader or Headteacher and parents will be contacted that day.
- 3.9** Lunchtime staff will follow the school behaviour procedures. Incidents where a sanction has been given should be recorded on the Integris Behaviour Module.

3.10 Procedure in school

As a school we follow the 'Good to be Green' concept for Years 1 – 4 and the 'Therapeutic' approach. These are both aimed at encouraging positive behaviours.

- 3.11 Step 1** 'Blue Stop and Think' cards provide children with an opportunity to think about the behaviour they are displaying/experiencing at the time and allows time for them to correct this behaviour. This could be through a small rest break, thinking time in the peace corner or a chat with the teacher and TA.

3.12 Step 2 'Yellow Warning card' follows on from a 'stop and think' and is a conversation with the class teacher where they discuss the behaviours together through emotion coaching strategies and together try to find ways to correct the behaviours or find the root of the problem. This is another opportunity to turn around their behaviours before it moves to the final stage. At this stage the child may be asked to see another teacher for a chat before the behaviour escalates. This is an opportunity to put into place some therapeutic strategies to prevent moving to step 3.

Emotion Coaching (**Appendix 1**) is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour

- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion

3.13 Step 3 'Red Consequence' card is issued when the child has ignored the other opportunities to regulate and control the behaviours and therefore must have a consequence. In the first instance it may be one or a combination of the following:

- Move seats
- Move to another teachers classroom
- Speak to the Team Leader
- Time in (lunchtime support group for loss of time)
- Loss of golden time
- Discussion with parents at the end of the school day or at the first opportunity – this may be face to face, email or telephone dependent on the time of day and the needs of the classroom.

We also use logical consequences, rather than punishments to support children's behaviours depending on the behaviours displayed. These might be:

- Protective consequences (e.g. escorted at social times)
- Educational consequences (e.g. learning about children from different cultures).

If behaviour continues:

- Speak with the Deputy Head/Assistant Head
- Internal seclusion
- Discussion with parents

Finally if none of the above has worked:

- Speak with the Head teacher
- Possible exclusion – in extreme cases (please see notes on exclusion)
- Discussion with parents – usually face to face

ALL negative behaviour will be logged on the Integris Behaviour module.

3.14 Our Behaviour Curriculum further outlines how we promote, encourage and teach positive behaviour in school. Please refer to **Appendix 2**.

4 Consistent Poor Behaviour

4.1 If a child is regularly being sanctioned for their behaviour, their class teacher will meet with parents. Key Stage Leaders or the Headteacher may also attend this meeting if appropriate. The purpose of the meeting is to inform parents of current issues and agree a way forward.

4.2 Outside agencies may be contacted to ask for support if poor behaviour continues.

4.3 Some children who consistently struggle with boundaries and behaviours may have a behaviour plan in line with the 'Therapeutic Approach' procedures. This is a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour. Staff focus on preventative strategies and de-escalating incidents, rather than reacting to them. 'Therapeutic Approach' uses a restorative approach – teachers and children work together to rebuild relationships and repair any harm done.

Consequences: Behaviours will have logical consequences, rather than punishments. These might be protective consequences (e.g. escorted at social times) or educational consequences (e.g. learning about children from different cultures). A child reaching step 2 or 3 three times a day in a 7 day period may require a behaviour plan.

4.4 A child will have a behaviour plan in line with the 'Therapeutic Approach' when their behavior is consistently impacting negatively on the learning and well-being of themselves and those around them.

These behaviours may be shown by:

- A child displaying violent or aggressive behaviours which put themselves, children or adults at harm, or at risk of harm.
- A child creating a climate of fear around themselves through consistently dominant or intimidating behaviour
- A child whose behaviour puts them at risk of fixed-term or permanent exclusion

The plan will offer a series of interventions and support which will aim to result in the child's behaviour choices improving and becoming more positive. As detailed previously, there may be cases where the child's individual needs are such that adapted arrangements may be put in place. This will be recorded either in the child's SEND profile or on a one-page profile which will record all the strategies and approaches that will support the child. When these reasonable adjustments are in place, the above definition of concern still applies. The plan will be reviewed at least half termly to check progress and support is having an impact.

4.5 When a child presents with behaviours which puts themselves and/or others at risk of harm or when the child may be at risk of exclusion the school will call on the support of the behaviour panel. This is a local authority support group where the behaviours of the child are discussed and they are then able to offer a support package or make suggestions which may not have yet been explored.

4.6 What support and intervention for behaviour looks like in our school:

School Support	Further Support	Involvement of External Professionals
<ul style="list-style-type: none"> • Where at all possible adults support in the classroom/on the playground in a small group. • School behaviour management system which supports positive behaviour and incorporates a preventative/therapeutic approach. • Personalised behaviour plan/coordinated plan. • Lunch and play support where needed (Sunshine Club). • Pupil passports. 	<ul style="list-style-type: none"> • Additional 1:1 support for class based learning – only with funding from the LA • Key worker to meet and greet every morning. • Early Starter club for daily breakfast. • Sensory circuits • 1:1 and/or group work to support emotional wellbeing. • Personalised transition programmes. • Individualised behaviour plan. • Time In – think and reflecting time to discuss behaviours. • Team Around the Family (TAF) meetings this is via the Early Help module to work with local agencies. • Risk assessments • Chatterbox and other nurture provision both group and 1:1. • Family support work – direct work with parents such as Incredible Years, Knit and Natter, Walk and Talk etc. • Visual timetables • 5 point scale • Emotional Literacy support group. 	<ul style="list-style-type: none"> • CAMHS • YouNited • CHUMS • Social Services • Early Help Assessment • Community Paediatrician • Neurodevelopmental team • School nurse team • Behaviour panel • SEND team • YMCA • Educational Psychologist • Specialist Teachers (outreach)

4.7 Please also refer to school’s Ordinarily Available Provision (OAP) which highlights our offer for all pupils who may be experiencing difficulties in school.

5 Suspension and Exclusion

5.1 Please refer to the Suspension and Exclusion Policy.

6 Bullying

6.1 We will not tolerate bullying of any kind.

6.2 If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

6.3 Any reports of bullying will be dealt with by Key Stage Leaders or the Headteacher.

7 Physical Restraint

7.1 Teachers do not hit, push, slap or in any sense physically intimidate children. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. Please refer to our Physical Intervention Policy which will only be used as part of an individualised behaviour plan in accordance with the Team Teach techniques.

8 The role of parents/carers

8.1 We expect parents to support their child's learning and co-operate with the school as set out in the home-school agreement. We try to build a supportive dialogue between the home and school and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.

8.2 The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

8.3 We encourage parents to initiate contact with the school if they have any concerns.

8.4 If the school has had to use reasonable sanctions to punish a child, we would expect parents to support the actions of the school.

8.5 If parents have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

9 The role of the class teacher

9.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

9.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

9.3 The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

9.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Management Team.

9.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

9.6 The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

10 The role of the Headteacher

10.1 It is the responsibility of the headteacher to implement the school behaviour

policy consistently throughout the school. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

- 10.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 10.3** The headteacher keeps records of all reported serious incidents of misbehaviour reported to him.
- 10.4** The headteacher has the responsibility for giving fixed-term seclusions or exclusions to individual children for serious acts of misbehaviour. Seclusions are used as a form of protective consequence to enable staff, pupils and parents to work together and focus on positive next steps. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- 10.5** If the Headteacher excludes a pupil, parents must be immediately informed, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body.
- 10.6** The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days.

11 The role of the Governors

- 11.1** The Governing Body has the responsibility of approving these general guidelines on standards of behaviour, and reviewing their effectiveness.
- 11.2** The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Headteacher.
- 11.3** The Governing Body has a discipline committee which will consider any appeals on behalf of the Governing Body. If they have to consider an appeal against an exclusion they should consider the circumstances in which the pupil was excluded and any representation by parents and the LA.
- 11.4** If the governors' appeal panel decide that a pupil should be reinstated, the Headteacher will comply with this ruling.
- 11.5** It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure the school policy is administered fairly and consistently.

12 Records

- 12.1** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents on Integris Behaviour Module. The headteacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on Integris which is monitored by SLT.
- 12.2** The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.3** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

12.4 The governing body will review this policy every two years.

Review Date: Autumn 2026

This policy was agreed on: Thursday 5th December 2024

Signed: 

Date: 5/12/2024

APPENDIX 1

Emotion Coaching

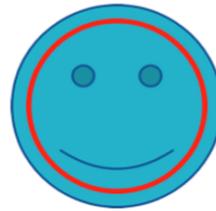
Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015). This is focused at the **whole school level**. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation
- Internal Frameworks
- Internal regulation



Sanctions and Rewards



Emotion Coaching



The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of EC for parents and teachers:

- <https://www.youtube.com/watch?v=7KJa32r07xk>
- https://www.youtube.com/watch?v=x8bKit_VZ3k

APPENDIX 2 – Behaviour Curriculum

Behaviour Curriculum Aims

“Always keep a student's experiences and perspectives in mind when they engage in challenging behaviour. Remember that they aren't giving you a hard time, they're having a hard time.” (Quote from Building Trauma-Sensitive Schools by Jen Alexander.)

At Hampton Hargate Primary School we aim to:

- Create a culture of exceptionally good behaviour and to eliminate disruptive behaviour in order to maximise time in class spent on teaching and learning.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school will promote and reward self-discipline, a respect for one another and for authority, respect and care of others, good behaviour and we develop an ethos of kindness and co-operation.
- Enable teachers to deliver excellent, engaging lessons, experiment and take risks, without concern for behavioural consequences.
- The school strives for an ethos of honesty with one another, trust and forgiveness and understanding when things may not have always gone to plan. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour.
- Provide a clear and comprehensive rationale for parents and carers, so that they support and reinforce the policy in and out of school.
- **Ensure that excellent behaviour is a minimum expectation for all.**

Intent

Hampton Hargate Primary School Principles

- Having clear and concise rules, routines, rewards and sanctions that everyone follows;
- Teaching, not telling, children how to behave;
- Ensuring all adults are calm, consistent and fair in their response to behaviour;
- Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see; and
- Adapting our approaches, where needed, for specific pupils with additional needs.

Implementation

Roles and responsibilities

All staff, every day will:

- Act in a calm, consistent manner.
- Meet and greet on the playground.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.

- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Use Emotion Coaching scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

Senior leaders will:

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.

School Routines

There are a range of routines that are used across the school in order to support children in following the school rules.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be preempted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is **easier** for pupils to decide how to behave

Rewards and consequences

Staff are proactive in ensuring pupils are thinking about and reminded of their behaviour when it is going right. All children are capable of behaving well.

Praise and Rewards

We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement and that excellence should be rewarded. At Hampton Hargate Primary School we use a combination of verbal praise and extrinsic rewards to show that pupils matter: they are valued, recognised and noticed.

Praise is given:

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

1. To recognise and reinforce expected behaviour.

2. To celebrate examples of **over and above** behaviour.
3. To motivate others to change their behaviour.

Rewards are effective when they are connected to a specific behaviour. See the table in section 2 of the main policy for further detail.

We believe that all pupils are capable of excellent behaviour. However, sometimes there will be situations where children misbehave. Therefore, we have stepped sanctions in place to respond to demonstrations of consistent poor behaviour.

Sanctions serve two main purposes:

1. To make children understand that they matter, their actions matter because they have consequences and to encourage them to think about their behaviour and to change it in the future.
2. To ensure the community sees there are boundaries and consequences to consistent poor behaviour.

Sanctions are effective when:

- They are immediate (set as soon after the behaviour as possible)
- They are certain to happen
- They involve some sort of action
- They are fair and consistent

Sanctions must **not** be severe or disproportionate. They must be proportionate to the consistent poor behaviour they seek to redress and deter. Sanctions should be given professionally and focus on the behaviour shown rather than the pupil. Staff will use scripts when communicating sanctions to ensure consistency across the school.

Restorative conversations are not a sanction but are a conversation that takes place after a sanction. They are aimed at encouraging children to act responsibly, understand the consequences of their choices and help them to make better, more positive choices in the future.

Other consequences that may be put in place include:

- Limiting student access to extracurricular clubs and extracurricular school activities.
- Not allowing students to attend school trips and residential trips.

Primary Behaviours

When giving sanctions and explaining the reasons for them to children, adults focus on the primary behaviour that led to the sanction. Any secondary behaviours can be followed up during a restorative conversation.

HHPS response to specific behaviour issues

Most behaviour issues can be responded to by following the rewards and sanctions steps in the table below. However, there are some examples of specific behaviour that will result in a different or more immediate response.

This includes:

- Child on child sexual violence or harrassment
 - Any reports of sexual violence or harrassment between children should be immediately reported to a member of the safeguarding team.
- Online behaviour incidents
 - While online behaviour incidents mostly occur out of school, the impact of these incidents can be felt back in the classroom.
 - Incidents should be investigated initially by the class teacher and passed to a member of the safeguarding team once more information has been identified.
- Bullying
 - The HHPS anti-bullying approach should be followed.

Impact

Monitoring

SLT monitor behaviour incidents through Integris.

Staff completing learning walks will identify examples of best practice and share these with staff as necessary.

School Council

Our School Council meets to discuss behaviour across the school on a regular basis.

Behaviour Principles	
Be Ready	<ul style="list-style-type: none"> ● We arrive at school on time, every time ● We get to lessons on time. ● We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. ● We make sure we have the right equipment for the day. ● We take part fully in lessons and show resilience. ● We complete homework on time. ● We tidy up our own workspace and the classroom. ● We accept responsibility if we make a mistake and say sorry.
Be Respectful	<ul style="list-style-type: none"> ● We always listen when an adult is talking. ● We always listen to pupils in our class giving ideas and feedback. ● We are polite and show good manners to everyone. ● We respect difference and know we are all equal. ● We look after our equipment and share it. ● We look after our environment and never drop litter. ● We respect the law and the rules of school and society ● We hold doors open for people. ● We say good morning/good afternoon to adults. ● We respect others right to learn.
Be Safe	<ul style="list-style-type: none"> ● We follow instructions -first time, every time. ● We do not tolerate bullying of any kind. ● We walk sensibly around our school. ● We line up sensibly. ● We know who to go to for help and support. ● We stay safe online and outside school. ● We use equipment safely. ● We sit sensibly in the classroom. ● We play games that do not become too physical.
SEND	
Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.	
 <p>Team Teach</p>	The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.
Trauma Informed	Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

Hampton Hargate Primary School Expectations and Routines

Respectful-Manners

- Know that you should always say 'please' when you are asking for something.
- Know that you should always say 'thank you' when you receive something or someone does something nice for you.
- Know that you should let any waiting adults through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is polite to give eye contact to the person you are talking to.
- Know that it is important to show gratitude to others by thanking people for what they have done for you
- Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.

Uniform

- Know that we wear full uniform and it is worn correctly - shirts tucked in etc.
- Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately
- Know that we can wear a watch and no other jewellery
- Know to bring correct PE kit as appropriate

Assembly

- Know that we enter/exit in silence and we walk into/out of the hall
- Know the expectations for sitting
- Know that we sit cross-legged with a straight back and hands still
- Know that we face the assembly leader and face forwards with eyes on the speaker
- Know that we use silent hands-up to contribute
- Know that we use manners when speaking
- Know that we participate actively – singing etc.

Moving Around School

- Know that we walk around school in silence
- Know that we walk in a straight line
- Know that we line up in our agreed line order
- Know that we are polite and courteous to adults / other children with a greeting
- Know that we open doors for others
- Know that we pick up litter, coats and resources if on the floor or untidy
- Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)
- Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)

Dining Room

- Know that we wash hands before eating
- Know that we use a quiet voice and talk to the children opposite or adjacent to them only
- Know that we line up – one behind the other, quietly.
- Know that when eating, we stay in our seats facing our food
- Know that we use a knife and fork appropriately
- Know that we chew with our mouths closed

- Know that we say please and thank you
- Know that we put our hand up for adult attention
- Know that we walk in the dining room
- Know that if we have eaten a school dinner, we collect own rubbish and put in bin
- Know that if we have eaten a packed lunch, we take wrappers home.
- Know that we clear away our table space, cutlery, plate, cup and leave tidy.
- Know that we ask an adult to leave the dining room

Attendance and Punctuality

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.
- Know that attending school on time every day is important so that you don't miss important learning

Ready to Learn

- Know that we have good sitting posture
- Know that we keep our workspaces /resources tidy (before/during/after work)
- Know to be punctual
- Know how to be ready for the lesson e.g., had a drink, toilet break etc.
- Know that we walk to the line sensibly
- Know that we line up in the order displayed in the classroom
- Know that we place chair under the table when leaving seat
- Know that we walk in a quiet, calm manner around the classroom
- Know that we treat equipment appropriately and with respect

Playtime Behaviour

- Know that you must walk from your classroom to the playground sensibly.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that, when called, you must line up in your lining up order quickly

Lining up

- Know that we walk to the line sensibly
- Know that we place chair under the table when leaving seat
- Know that we walk in a quiet, calm manner
- Know that we place our arms by our side
- Know that we face forward
- Know that we stand with straight backs / good posture
- Know that we line up in silence
- Know that we walk in single file

Presentation in Books

- We know how to set out our work in our books:
- Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce
- Date underlined with ruler and sharpened pencil
- Learning objective – miss a line after date

- Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books
- Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil
- Maths books
 - one digit one square
 - work on left hand side so right side can be used for marking and teacher modelling or further questions

We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc