

Hampton Hargate Primary School

Behaviour Policy

Date: AUTUMN 2022
Review date: AUTUMN 2024

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. Different children's needs are recognised and 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.
	House points	To reward good behaviours, kindness, honesty and/or academic achievement.
	Green/Silver/Gold card	Part of the 'good to be green' reward system 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 whole school we follow the 'Good to be Green' concept and the 'Steps' 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.

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 'Steps' procedures. Steps 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. Steps 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 Steps 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)

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 2024

This policy was agreed on: 8th December 2022

A handwritten signature in black ink, appearing to be 'C. H. J.', written over a horizontal line.

Signed: _____

Date: 8/12/2022

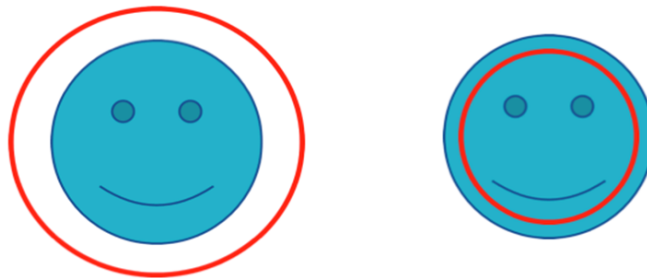
APPENDIX 1

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