

	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	Date	Other Information
Owned By		Sam Bullen
Original date	Feb 2017	
Approved By		Date approved by operations committee
Review Schedule	Mar 25	Or sooner, if necessary.
Amended dates	Mar 23	
Minimum Review date	2 year	



HCAT Behaviour Policy

Date issued: January 2023
Review Date: January 2025

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy, Staff Code of Conduct and Restorative Practice Policy.

Purpose

HCAT Ethos

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and, in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour. Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences. Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

Aim

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels

- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

The Proactive Approach to Behaviour Management

Within the HCAT ethos the expectation is that all schools promote a proactive approach to behaviour management by developing responsible attitudes through the principles of Restorative Practices, which are promoted by the school community. Each school ensures that a clear culture supports this by developing their community. This can be done in a number of ways including:

- Regular community building circles
- Feelings ladders
- Use of affective statements
- Pupils being given opportunities to support their peers throughout the day
- Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy
- Older pupils being given opportunities to support younger pupils for example on the playground
- Pupils taking on positions of responsibility within the day to day running of the school
- Pupils being given opportunities to be ambassadors, representing their school
- Fair process and the 5 Key Questions (APPENDIX D)

Leadership and Management

The Responsibility of the Headteacher

All headteachers should take responsibility for implementing measures to ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. The headteacher must ensure that there are clearly defined roles and consider how responsibilities are delegated across the school's community. The headteacher has a duty to make sure that the schools behaviour and culture manual is applied consistently across the school. Within this they must ensure that:

- school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the school's individual behaviour and culture manual
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in

which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

The responsibility of all staff

All staff should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school. They should ensure there is a consistent and fair implementation of the measures outlined in the behaviour policy and school's behaviour and culture manual.

Behaviour and Culture Manual

Each schools' individual behaviour and culture manual (See APPENDIX A) are worded positively to emphasise good behaviour and reflect the individual contexts of each school whilst maintaining the HCAT ethos. Each manual should explicitly outline the school's individual systems and norms to ensure it is clear for all members of the school community and creates consistency across the school. They are to be reviewed frequently involving pupils and the wider school community

Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

Communication with parents and carers

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three-way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events, coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

Unacceptable Behaviour

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated. Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the Trust's Anti-bullying, Child Protection or Online Safety policy.

Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils takes a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others. This can be done through the use of the 5 key questions (found at APPENDIX D)

HCAT schools offer a range of rewards and sanctions which are detailed in the schools individual behaviour and culture manual detailed in APPENDIX A There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour in Schools guidance, 2022.

Pupil Support

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem. Sometimes behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

HCAT have a very clear graduated response to ensuring children who display challenging behaviour are supported at the earliest stage. Schools should ensure that as part of this approach intervention at school level is put in place at the earliest opportunity to help pupils manage their behaviour. Initial intervention at school level will address any factors leading to challenging behaviour and include an assessment (first stage of the graduated approach) of whether appropriate provision is in place to support and SEND that a pupil may have. This assessment will be supported by senior leaders within the school and include an analysis of quality first teaching. We aim to work in partnership with parents and so involve parents early in the process. This graduated approach is detailed in APPENDIX B

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should refer to the trust High Needs Panel. However, if staff believe the behaviours relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

General Note

1. At every stage the child should be involved in or informed of the action taken.
 2. Urgent or serious incidents should be referred straight to senior leaders within the school.
 3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
 4. Entries in logs should be factual and action/follow up should be recorded
- Behaviour logs should be used to keep updated records and submitted to CPOMS.

Behaviour Support Provisions

Wansbeck Primary School is identified as Behaviour Support School and is home to an inclusion provision for the trust primary schools– The Wizards.

The HCAT high needs panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

In addition, The Marvell College have an internal behaviour support provision named The Arc. The school identifies through their graduated approach which children would benefit from this provision.

More information on behaviour support provisions can be found in the HCAT Suspension and Exclusions Policy.

Suspensions and Exclusions

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid suspending or excluding a child from our school. All children who are at risk of exclusion should be presented to the high needs panel. For further guidance around suspension and exclusion refer to the suspensions and exclusion guidance.

Child on child abuse

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either the Police and/or Local Authority Children's Social Care.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

Malicious allegations of sexual violence or sexual harassment

If a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Behaviour Beyond the School Gates

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (see Behaviour and Discipline in Schools DfE guidance 2022)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Absconding from the School Site

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately. The process following this can be found in the absconding protocols at APPENDIX C

Use of reasonable force

All schools are committed to creating a calm and safe environment that minimises the risk of incidents arising, which might require the use of reasonable force.

The use of reasonable force is always a last resort, as we strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will always take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

The use of reasonable force may be required when the risks involved in doing so are outweighed by the risks involved by not using force.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- maintain good order and discipline at the school or among pupils.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

De-escalation Plans

If a school believes that a child may need the use of restraint (either due to a past use of restraint or due to an underlying SEND need) a de-escalation plan must be in place for the child. This ensures that a clear plan is in place to support the child and reduce the triggers that may lead to violent behaviour

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Staff Behaviour

We expect staff to model our school values and display exemplary behaviour to our pupils at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage positive behaviour and promote self-regulation. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Monitoring and evaluating behaviour over time

Incidents forms should be completed for:

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time

- Any other incident which in the teacher's judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

Staff Induction, development and support

School senior leaders have the responsibility to ensure all staff are inducted using the HCAT behaviour policy and their own school's behaviour and culture manual. Schools must identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

All staff should be supported in their wellbeing when managing behaviour and the trusts wellbeing team can give additional support for all staff in this area. It is essential that if staff have been subjected to a physical and verbal assault that there is a full debrief by a senior member of staff and that member of staff is offered any support they need. This debrief is part of the positive handling guidance.

Conclusion

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff, Stakeholders and Trustees will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be monitored on an annual basis.

Related internal and national guidance

This policy should be read in conjunction with the following internal and national guidance:

National guidance

- DfE: Behaviour in Schools. Advice for headteachers and school staff – September 2022
- DfE: Suspensions and exclusions Guidance September 2022
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2022
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Mental Health & Behaviour – November 2018

Behaviour and Culture Manual

Withernsea Primary School



School Values and Purpose

Withernsea Primary School is a kind and caring community with ambition for all.

Within our restorative community we have three core values of:

Respect, Resilience and Responsibility

These *three r's* are the pillars of our community. By **respecting** ourselves and each other, we ensure that everyone in our community has a voice which is valued. We take **responsibility** for ourselves and our actions to ensure our community is both a happy and safe place to be. We strive to build our **resilience** so that we are well-equipped to take on challenges, have high aspirations and be successful.

By working in partnership with our parents and instilling these values, our children develop the skills to be good citizens who will go on to enhance and inspire their communities and future generations.

Our whole school behaviour ethos sits around these values which we call our '**Withernsea Way**'. Modelling of these values is explicit. Children and staff create codes of conduct together for what the Withernsea Way looks like in each area of the school. The language is explicit in everything we do and is clearly linked to all areas of behaviour management. In addition to this, each class will have a Community Time journal which is a large book that shows explicitly the development of this through the school from assemblies, circles and individualised work in classrooms.

Due to our clear vision, all children are supported in developing their values through a curriculum that develops children's **emotional, social** and **academic** aspects. Each of these areas is developed in each child to ensure they are supported in developing their skills to be good citizens and succeed in life beyond primary school.

Leadership and Management

The Headteacher is responsible for ensuring that all aspects of the behaviour manual are consistent across the school.

The behaviour lead for the school is Mrs Wright (Deputy Headteacher), who is supported by the four phase leaders Mr Bishop (UKS2), Mrs Mizon (LKS2), Mrs Deighton (KS1) and Miss Hostick (EYFS). The SENCO (Liz Attwood) is

responsible for ensuring that children with SEND, or other pupils whose behaviour is escalating, are supported through a graduated approach. The behaviour lead, SENCO, and the emotional wellbeing workers are responsible for supporting staff, children and families and providing individual support to ensure early intervention.

The phase leaders are responsible for supporting teachers when meeting with parents when behaviour is escalating. This can also be supported by the behaviour lead and emotional wellbeing workers if needed.

This Inclusion Team meets every two weeks and part of the agenda is behaviour, in which individual children will be discussed to ensure a whole team approach.

Schools Systems and Social Norms

Can include:

- *Building Community*
- *Rewards*
- *Sanctions*
- *School Scripts*
- *Affective Statements*
- *Individual School System for Dealing with low level behaviours*
- *School Routines*
- *Repeated Low-Level Behaviours*
- *High Level Behaviours*
- *De-escalation*

School Systems and Social Norms

Building Community and Rewards

Community building and the promotion of the values in the community is given high priority in everything we do. Daily circles both build community and give children a voice to express their feelings and discuss both positive and negative emotions.

Individual rewards are given for the children who display the Withernsea Way. Children aim to achieve ClassDojos based around the values of respect,

resilience and responsibility. All praise will be fed back to these three values. Each phase will have a 'Dojo Dosh' shop for children to spend their ClassDojos at the end of each week. Through regular PSHE, circle times and whole school assemblies, all these key words are revisited to ensure the children know what these mean for both personal and learning behaviours.

Staff make it explicit what the ClassDojo is for through affective statements such as:

- I feel so proud today. You have shown resilience while completing your work – I know you found it challenging.
- I felt really proud of you when I heard you had been kind to _____. Well done for being really respectful.
- I respect your honesty and thank you – you have taken responsibility for your actions.

Where the behaviour a pupil demonstrates does not meet the values of the Withernsea way, affective statements are also used. For example:

- I was very disappointed when you called John an idiot – that is not very respectful. I would like you to choose your words more carefully.
- I feel that you disrespected me when you spoke while I was speaking, I would like you to show active listening.

At the start of every academic year, each class produce their classroom ethos based around the school's values and principles. This focuses on what the Withernsea Way will look like in their classroom – ensuring the values are made explicit in everything we do. This process must be done as a class and the children create their own positive set of behaviours that will be seen in the classroom *e.g. We will always show respect by listening to the voice of other people*. These classroom rules are revisited regularly to ensure full understanding. Circle times are used within the classrooms to build community along with addressing any ongoing issues – this may be a whole class problem solving circle.

We believe that the relationship between class teacher and pupil underpins good behaviour. The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

Rewards

Withernsea Primary School is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact that members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways such as:

- Verbal praise and affective statements
- Stickers and in class prizes
- Displays showing behaviour that links to the Withernsea Way in 'pinch points' throughout the school
- Good work to be shown to a member of the SLT
- Showcasing of work on displays in the corridors
- Celebration award assembly on a Friday linking to school values
- Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents
- Dojo Dosh

All positives can be given by any member of staff who deems a child's efforts to be noteworthy.

Classroom Sanctions

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process' (RP), pupils who are not making the right choices are given time and space to de-escalate the situation. Children are given time to calm down out of the situation and provide them with a way forward. The focus should always be on the behaviour - not the child - and on the opportunity for the 'wrong doer' to repair harm.

When a child is ready, they will reflect on the behaviours using the structure of **the five key questions**. The five key questions are a script for ensuring consistency in how we as a school manage behaviour. These are:

- **What Happened?**
- **What were you thinking about at the time?**

- **Who has been affected by your behaviour?**
- **In what way have they been affected?**
- **What do you think needs to happen next?**

Younger children will have a simplified version of this. A harmed person will also reflect on the incident and have an opportunity to say what they want to happen next.

We aim to involve parents early. In this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major issues.

Examples of sanctions include:

- Children missing break/lunch time will be dealt with by their class teacher or phase leader. The children are to complete a piece of work designed to reflect on their behaviour based around the key questions.
- Exclusion from their class community (until a restorative circle can take place). This may be in a partner classroom or another area of the school. This will include an extended period of reflection.
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources, making something for the person who has been harmed.
- Exclusion from the whole school community – spending time at another HCAT school reflecting on behaviours which have caused harm in their school community.

As a restorative community, when things go wrong every member of the community is given a voice. Responsibility for individual actions is a challenging process and children and adults are always expected and developed to take responsibility for their actions. We develop this life skill using the five key questions (below) alongside restorative circles and conferences. The children and adults are responsible for their own actions and the choices that they make.

School Scripts and Affective Statements

School scripts are a way of developing consistency of language across the school.

Affective Statements

Listed below are some examples of the affective statements which all staff can use with pupils at all stages of the behaviour process. Where possible these should be linked to the Withernsea Way.

Sentence stem I feel ____ (state the impact) ____ When ____ (identify the behaviour) ____ What I'd like is ____ (state the preferred action) ____

Eg

- I feel so proud today as you have produced some fantastic work
- I was very disappointed when you called John an idiot I would like you to choose your words more carefully.
- I feel that you disrespected me when you spoke while I was speaking I would like you to show active listening
- I feel really proud of you when I heard you had been kind to.....
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.

The Five Key Questions

The five key questions are a script for ensuring consistency in how we as a school manage behaviour. These are:

- **What Happened?**
- **What were you thinking about at the time?**
- **Who has been affected by your behaviour?**
- **In what way have they been affected?**
- **What do you think needs to happen next?**

These should be used as a framework when behaviour is unacceptable. All staff must use this process to explore what has happened in every incident. This may be done informally for low level behaviours (such as a falling out on the playground) or more formally using the forms for more serious or persistent behaviours.

Person who has done the harm

What happened?

What were you thinking about at the time?

Who has been affected?

In what way have they been affected?

What do you think needs to happen next

Person who has been harmed

What happened?

What were your thoughts at the time?

What has been your thoughts since?

How has this affected you and others?

What do you think needs to happen next?

Different Types of Negative Behaviour

At times, some children's behaviour will not align with the values of the school. These behaviours could be **low level** or **high-level behaviours**

Low Level Behaviour

Low level behaviours are often the behaviours children will display to avoid or disrupt the learning within the classroom or low-level conflict on the playground.

Individual School System for Dealing with low level behaviours

Step	Action	
Step 1	VERBAL WARNING	Child should be given a reminder of expectations in class in a positive manner and informed of next step if unwanted behaviour continues.
Step 2	YELLOW WARNING	<p>Child will be given a yellow warning to be displayed. Foundation and KS1 will display this as a cloud. KS2 may display this as a name on the board. At this point the child is reminded that a positive change in their behaviour will see that card return to green or name off the board at the end of the session.</p> <p>At playtime and lunchtime the yellow warnings are monitored by lunchtime staff and the children are reminded in the same way.</p>

Step 3	REFLECTION TIME IN ANOTHER PLACE IN THE CLASSROOM OR PARTNER CLASS	<p>Child will be given a red warning and given reflection time. Move the child to another position within the classroom if appropriate to do so OR the child is to be relocated in the partner classroom OR a member of staff from the wellbeing team.</p> <p>If this is at playtime or lunchtime children may be relocated to a senior leader within the school.</p> <p><i>Children must reflect on their behaviour and be given an opportunity to put it right through the use of the key questions</i></p> <p>Child then returns to the classroom with targets to put it right, e.g. explicitly laid out what 'good behaviour' in the classroom looks like.</p> <p>Reflection forms and behaviour logs to be written up and kept in the behaviour log in the classroom.</p>
Step 4	Member of SLT, ASSISTANT HEADTEACHER, DEPUTY or HEAD TEACHER	<p>If the child's behaviour is still unwanted after a period of reflection, of the senior leadership team will be contacted to remove the child from the classroom environment.</p> <p>If child continues to have repeated red warning incidents (3 incidents) this will lead to a meeting with the class teacher, phase leader and parents. A behaviour support plan will be put in place for the child to support them with their behaviour.</p> <p>If a serious one-off incident occurs, the Headteacher may decide upon an appropriate support or sanction.</p>

Foundation and KS1 use a visual Thinking Cloud system with children's names on. There may also be a visual system used in KS2 classrooms, although warning are mainly verbal and names may be written on the board.

A simple flowchart to explain the procedure is displayed in classroom from. This can be found at APPENDIX A

High Level Behaviour

All high-level behaviours must be brought to the attention of a senior leader immediately.

These include:

- Violence
- Ongoing bullying and harassment including online bullying
- Vandalism
- Smoking or Vaping
- Bringing any illegal objects onto school premises
- Sexual exploitation, sexual assaults or sexual harassment including the sending of sexual images

High level behaviours will be dealt with on an individual basis using the HCAT behaviour approach outlined in the flowchart below (Appendix B).

De-escalation

All staff are trained in de-escalation techniques and these should be used at every opportunity. Staff should always aim to de-escalate challenging behaviours at the time of an incident and look to deal with consequences at a later date once the child is calm and, in a position, to process information. Here are some strategies to avoid inflaming the situation:



Approach calmly, with a low consistent voice



Acknowledge any distress if necessary



Ask what is happening



Be clear about what you need to do



Reassure that you are there to help them



Demonstrate empathy



Control your own emotions



Be aware of your body language

Pupil Support - Behaviour and SEND

Some children in our school community find it more difficult to manage their behaviour and emotions. Children with an identified need will have an individual support plan and, on some occasions a de-escalation plan. Staff must always keep these up to date so everyone is aware of triggers and issues facing some of our children. In this way all staff are in the best position to support individual children. The SENCO, behaviour lead and senior leaders will support staff in developing individual plans. Individual behaviour plans will always be done in collaboration with parent.

Staff Induction and Development

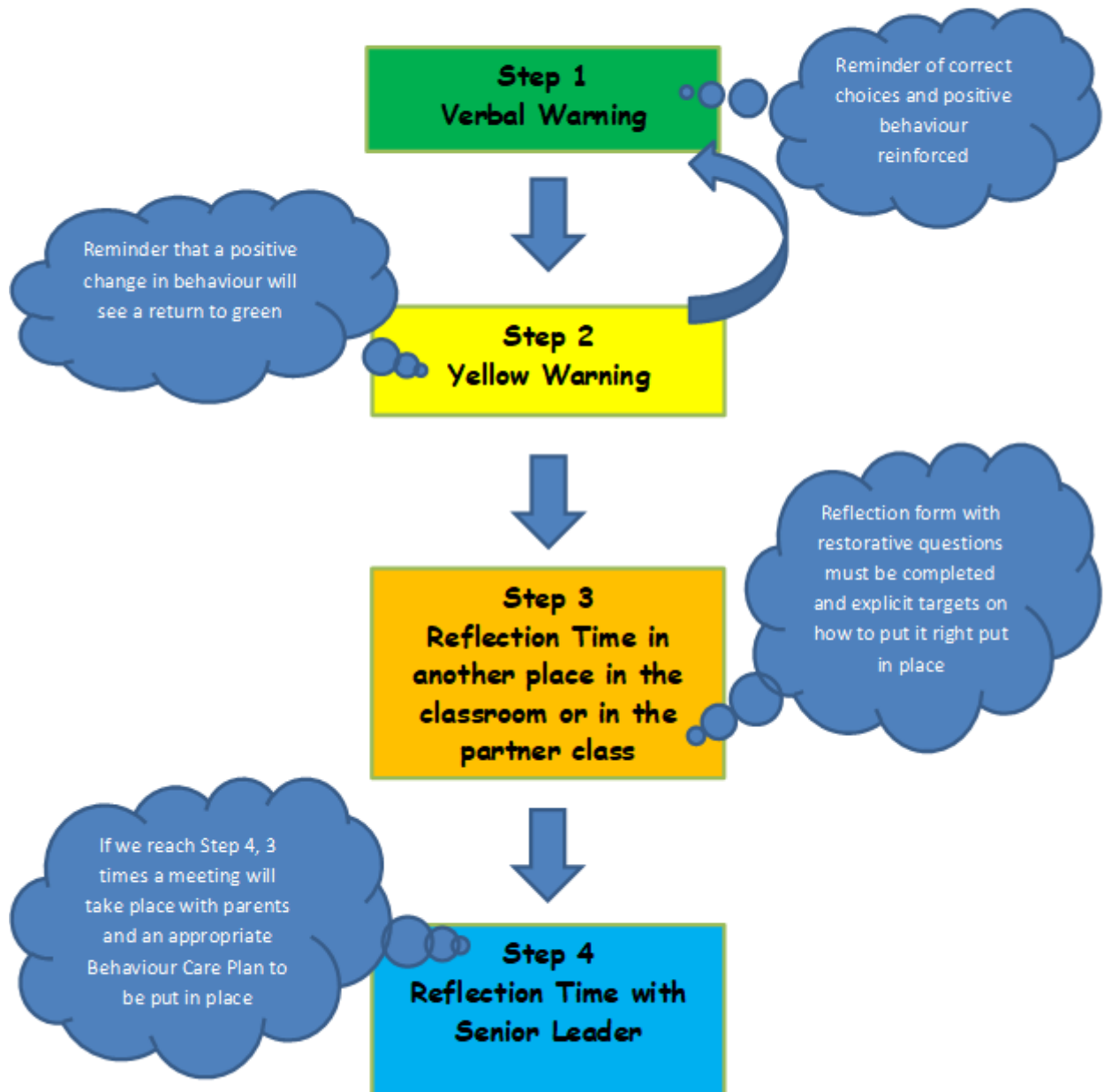
All new staff will have training in behaviour management, restorative practice and the behaviour and culture manual when they start the school. Behaviour and culture updates are done termly after they have been reviewed by SLT. Testing the culture is done by SLT in all monitoring and learning walks to ensure that staff who need support are given it in a timely way. Staff who need further development may also receive one to one coaching and mentoring by senior leaders and other SLEs across the trust. SEND training is also completed half termly in order for all staff to understand the barriers to learning which children face to overcome them through adaptations made to teaching.

Appendix A – Flowchart to be displayed in all classrooms

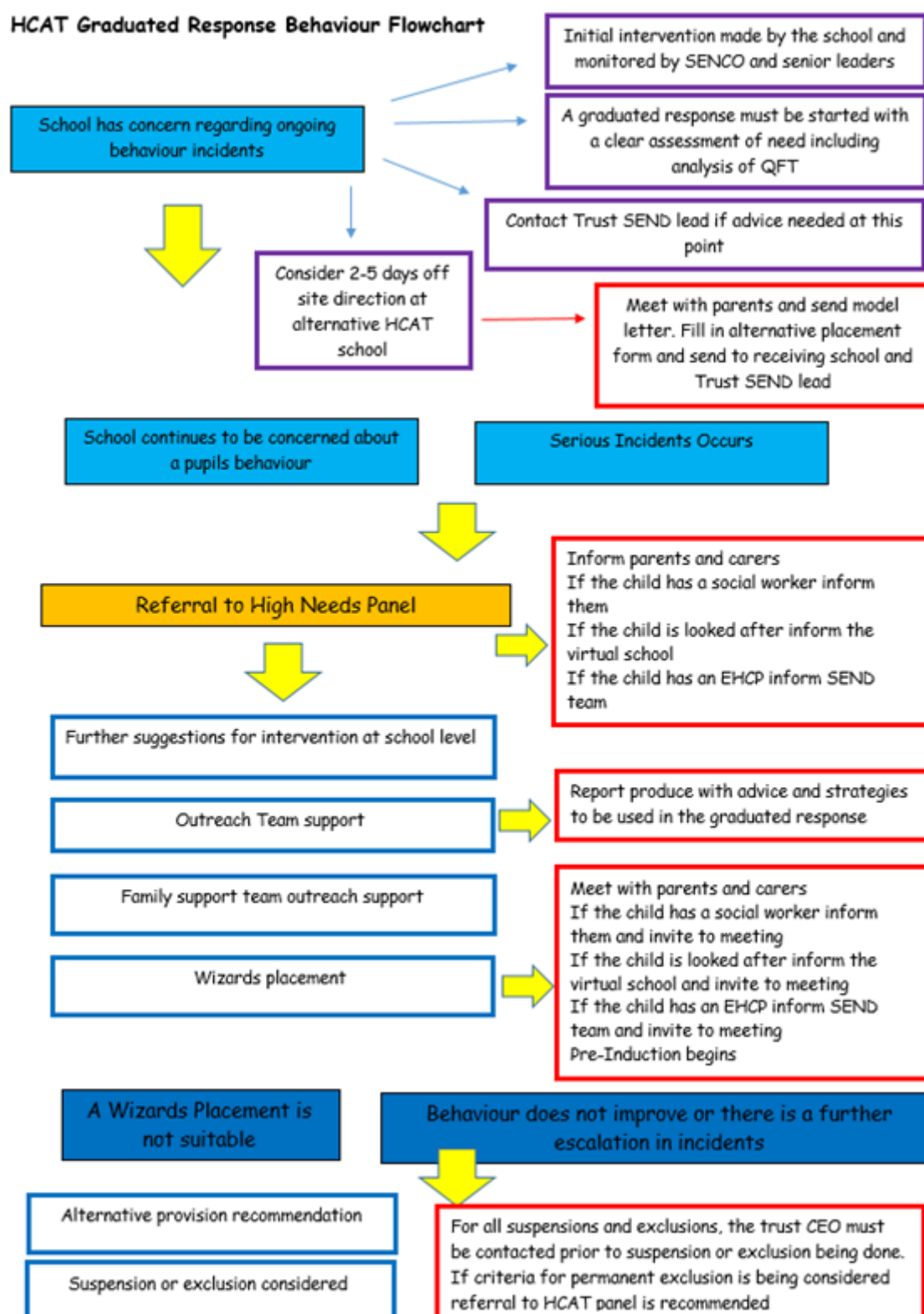


Behaviour Flow Chart

If we make a wrong choice we have several opportunities to put it right and turn our behaviour around



Appendix B – Graduated Response to Behaviour



Appendix C: Absconding Protocols

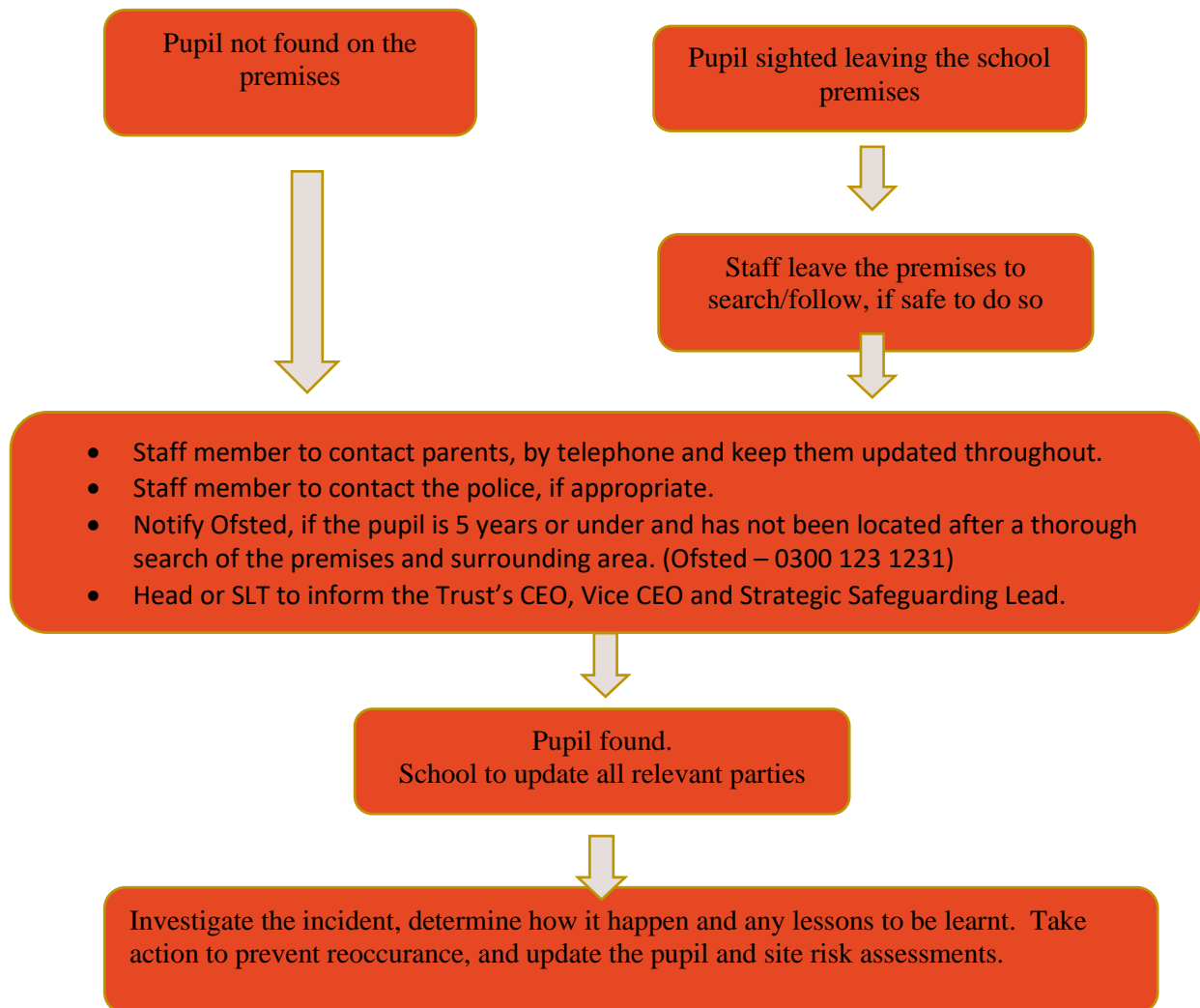
HCAT Protocols, if a child is missing or absconds.

Please note: these are guidelines only. Heads' and Senior Leader must utilise their professional judgements at all times.

Staff check location of pupil, if pupil is still on the premises by:

Checking the last known location, known hiding points / calm down areas / areas pupil may regularly go to if absconding.

Man, any points of easy exit from school grounds / building, whilst others sweep building / grounds systematically.



A detailed account of actions taken should be recorded, which include the following:

- Pupil's name and DoB
- Date and time the pupil left the premise, if known.
- Dress, appearance, distinguishing features.
- Times of when parents, police and Trust Leads notified
- Timeline of the full event, including when the pupil was located and where.
- Outcome of the investigation, including sanctions, if applicable.

Appendix D:

Affective Statements

Listed below are some examples of the affective statements which all staff can use with pupils

Statements

I was very disappointed when you did that to John.
I am upset and angry by what has just happened.
I feel that all the work I have done has been wasted through your actions.
I feel that (describe the action) was very disrespectful.
I feel disrespected and angry when you ignore me.
I am sorry that I misunderstood the situation.....
I feel really proud of you when I heard.....
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I want to thank you for your cooperation.

Restorative Questions

To be used by adults and children to support situations where harm has been done.

Questions

What happened? – followed by:
What were you thinking about when you did that?
How did your actions affect.....?
How do you think.....felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the affect it had it had on me?