



**Caring Achieving Respectful Exciting**

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# Good Relationships and Behaviour Policy

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**Link Governor:** A Repesa

**Policy Approved**      **Signed: A Repesa**      **Date: 30/11/23**

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## Introduction and Intent

*This policy and our practice has been inspired and influenced by the books:*

- *When the Adults Change, Everything Changes: Seismic shifts in school behaviour (Paul Dix, 2017)*
- *The Kindness Principle: Making relational behaviour management work in school (Dave Whittaker, 2021)*
- *The Pocket Guide to Polyvagal Theory: The transformative power of feeling safe - (Stephen Porges, 2017)*
- *Attachment for Teachers: An essential handbook for trainees and NQTs (Marie Delaney, 2017)*

*'Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'*  
(Paul Dix: When the Adults Change Everything Changes)

At Hardwick Primary School, we want everyone who is part of this school and its community to CARE, making our school a place that is:

Caring - where everyone cares about each other and our school

Achieving - where everyone always does their best

Respectful - where everyone remembers their manners and respects one another

Exciting - where everyone enjoys learning and new experiences

We help each other to be better than our previous best, so that everyone achieves their potential. We believe that everyone who is part of our school and its community should be proud of their school and each other and should behave in a way that reflects the school's values.

To achieve this, we embrace a relational approach to positive behaviour, rooted in kindness, consistency and the recognition that behaviour is an essential part of our school curriculum. We believe that in all aspects of school life, everybody has the right to feel safe, valued and respected. We believe that all members of our school community should fully understand the behaviours we expect and will teach at Hardwick Primary School. These expected behaviours are described within this policy and a team of our Year 6 children have helped to write a pupil summary of the policy.

Within our relational behaviour approach, we have an expectation that children are compassionate friends who are respectful, tolerant and kind towards others. We do not leave this to chance. Strong relationships between staff and children are vital and we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or members) of staff.

To help us achieve this, we ensure there is time for reflection and restoration. We acknowledge that children flourish in an environment where everyone works together to achieve a respectful, secure and safe environment. We also recognise the need to practise 'flexible consistency' and 'unconditional positive regard' in order to be inclusive and meet the needs of all of our children.

Our policy is based on the belief that:

- In line with our CARE code and values, good relationships, good behaviour and a clear moral code are central to our ethos.

- Good behaviour is not automatically learned but needs to be taught and supported by parents and adults in school.
- Classroom behaviour can change and that we as adults in school can assist children to manage their behaviour more effectively.
- A child with social, emotional and behavioural difficulties is the responsibility of all adults in school.

### **Aims**

The aim of this policy is to provide guidance and support for staff (and information for parents and governors) in order to promote safe, caring and respectful behaviour in school. The procedures and guidance in this policy provide a consistent approach across school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

### **Our purpose is:**

- To teach the good behaviours expected in school.
- To maintain levels of good behaviour.
- To provide a consistent approach in rewarding good behaviour.
- To provide a consistent approach in responding to unacceptable behaviour.
- To ensure that behaviour does not inhibit learning or impede potential.

### **At Hardwick Primary School, we are committed to:**

- Nurturing and developing the positive behaviours that we expect within our school and our community.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Promoting a culture of praise and encouragement in which all children can achieve.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Forging positive relationships with parents so that home-school partnerships are strong effective.
- Staff act as good role models, supporting one another and treating colleagues and pupils with courtesy, consideration and respect.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted.

### **Vision, ethos and environment**

The health and wellbeing of children and staff is promoted through the formal and informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment. Our positive school culture and climate fosters connection, inclusion, respect and value for all members of the school community. This acknowledges that children behave appropriately when they feel good about themselves, others and their surroundings.

We establish a calm, structured environment of routines and systems, in order to offer the children a better opportunity to respond appropriately. We present visual reminders and rewards to enable our children to remain mindful of expectations and motivated to do well, thus developing a sense of independence and responsibility.

### **High Quality Teaching**

The curriculum is used to develop children's knowledge about health and wellbeing. We aim to provide our children with an inspiring curriculum that focuses on being caring, critical and creative. The curriculum is well-planned to meet the needs of all learners and allow them to succeed. By investing time and effort into getting the teaching right, we believe we are establishing the correct environment for children to achieve their potential.

Positive behaviour is taught, practised, displayed and modelled through our curriculum, within our environment and by the adults in school. Our children will know through our teaching what is meant by good behaviour. We will take every opportunity to teach strategies for building social skills and resilience, raising self-esteem and fostering positive relationships. We also teach our children to value and take care of their environment. Across the school these are recognised as vital steps in preparing our pupils for the opportunities, responsibilities and experiences of life.

### **Community engagement**

The school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's' health and wellbeing.

### **Building Relationships**

All relationships in our school community are central to building a sense of belonging and emotional well-being. We recognise that great relationships are powerful motivators for our children and impact on their ability to learn. It is in building connections that we can have empathy and enable our pupils to feel emotionally safe. We want our children to feel known, accepted, wanted, valued and cared for, and know that their teachers and other staff will always be there to listen to them and help them to feel safe. We actively promote strong relationships between all staff, children and their parents/carers. For example, in the morning, every child and parent is made to feel welcome by being greeted by staff. Children are returned to their parents/carers in a similar way at the end of the day.

### **Power of Reflection**

Hardwick is a place where mistakes are recognised as part of everyone's learning process and we help children become committed to learning in this way. All our children are encouraged to reflect upon positive behaviours in R-Time and through Restorative Practice. When there are struggles with behaviour, our children use reflection as a form of considering the impact of their actions and restorations. Social stories, emotion coaching and restorative practice are used, along with discussions.

*"Fairness does not mean everyone gets the same (equality). Fairness means everyone gets what they need (equity)." Rick Riordan*

### **Being Curious about Behaviour**

We take a non-judgmental and empathetic approach towards behaviour and all adults at Hardwick are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. At Hardwick, a child with behavioural difficulties is regarded as vulnerable and we all have a duty to explore this vulnerability and provide appropriate support. Responding to behaviour in a supportive, holistic, relational way does not mean we have fewer or lower expectations, routines or structures. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Equality and Diversity Policy
- Exclusion Policy
- Complaints Procedures Policy

### **Roles and responsibilities**

**The governing board has overall responsibility for:**

- Monitoring the implementation and impact of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.

**The Executive Headteacher/ Head of School is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules, rewards and consequences.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**Senior Leaders are responsible for:**

- Supporting the monitoring and implementation of this policy and of the behaviour procedures at the school.
- Modelling high expectations of children's conduct and behaviour, and implementing measures to achieve this.

**The Senior Mental Health Lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the Mental Health and Wellbeing Policy.

**The SENCo is responsible for:**

- Collaborating with the governing board, Headteacher/Head of School, SLT and the Mental Health Lead to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

**The Safeguarding Team, including the Designated Teacher for Looked After Children is responsible for:**

- Passing on appropriate information to appropriate staff to ensure staff can understand what might be causing behaviour changes and how this can be supported.
- Working with outside agencies in conjunction with the SENCo to ensure a whole team approach to supporting the child including social care and parental support where appropriate.
- Liaising with outside agencies.

**Teaching staff are responsible for:**

- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Taking proportionate action to restore acceptable standards of behaviour.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Treating all children with care and respect.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping relevant colleagues up-to-date with any changes in behaviour. This includes:
  - SENCo.
  - SLT/Head of School/Executive Headteacher.
  - Safeguarding Team.
  - Designated Teacher for Looked After Children.
  - Senior Lead for Mental Health.

### **Children are responsible for:**

- Trying their best to follow the school's rules.
- Reporting any unacceptable behaviour to a member of staff.

### **Parents are responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Working with the school to develop and implement support plans.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- The behaviour of their child(ren) outside of school and in the wider community.

### **Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners, good learning behaviours and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment where children can learn well. It is essential that parents and teachers work together through discussion and action on any problems which develop.

### **Good Behaviour Expectations**

#### **Our School Code**

At Hardwick we:

Care for each other and our school

Always try our best

Remember our manners

Enjoy learning

#### **Our Listening Code**

When an adult raises their hand, I am being asked to stop talking and give the adult my attention.

In addition to this, each class has their own respectful listening code (Oracy Discussion Guidelines) which is developed collaboratively, displayed and implemented.

#### **Our Line up Code**

When I am asked to line up, I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Listen to instructions

These codes are displayed in all classrooms and corridors and regularly verbalised and reinforced with children.

### **General Behaviour Guidelines**

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Whistles should not be used unless it is an emergency to get the children's attention. The use of whistles is reserved for ingress procedures and alerts.

No child should ever be 'sent to the Leadership Team' as a consequence, as there is no guarantee that the child will arrive or that the staff member will be available. If, in exceptional circumstances, a child needs to be removed from class, a member of the Leadership Team should be sent for. If unavailable, a Year Co-ordinator or Phase Leader should be sent for.

Our 'Positive Handling and Physical Intervention Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Forms are available on Teams and any documentation needs to be completed with a member of the Leadership Team. Documentation is held in the school office and it is the responsibility of staff involved to record the incident in detail.

If a child should run out of school for whatever reason, staff should not overreact and should not run after them unless risk assessed as appropriate. They may be placing a child in greater danger by doing so. The Head of School and Designated Safeguarding Leader (DSL), or member of SLT, should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, a member of the Leadership Team or appropriate staff member will attempt to approach the child and calmly persuade them to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the Police informing. If parents and emergency contacts are unavailable, the Police should be informed directly.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. seeking out a trusted member of staff or accessing a safe space. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to repay a reasonable proportion of the cost. Any action, however, will be with understanding and in keeping with that of a responsible parent.

### **Behaviour in the classroom**

In the classroom, we expect to see pupils and staff showing CARE to one another at all times, including being kind and polite in their interactions. We expect children to follow their class respectful talk guidelines (Oracy Discussion Guidelines) and to follow instructions from their classroom adults on how they should complete their learning tasks, e.g. including grouping, use of appropriate voices. We expect to see children trying their best when completing their learning and using discussions with peers and adults to enhance their learning.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed. When moving around the school, we expect classes to walk on the left and in a single-file line. We expect quiet voices to be used and for children and adults to take care to hold doors for those following them.

Children not behaving appropriately should be encouraged to do so, reminded of what is expected or face logical consequences for repeated lapses. For example, if observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as: 'Well done, that is a really safe way to walk'.

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with good behaviour points (see 'Rewards').

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line Up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages e.g. one (KS2) or two (FS/KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of 'please' and 'thank you'.
- Remind the messengers or those showing work of what is expected of them as they move around the school (ensure that they know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Start and End of the School Day**

Children will be allowed access to the school site via the school office from 8:00 am for Breakfast Club.

At 8:40am, allocated members of staff will unlock entry/exit gates and greet children and parents. They will lock the gates at 8:55am having ensured that all parents are escorted off site. If parents

are on site after the gates are locked, staff will escort them through school to the office where they will be let out of the main entrance.

At 3:15pm, allocated staff members will unlock the entry/exit gates and will stand by their allocated gate to greet parents and children as they leave school. They will lock the gates at 3:30pm.

If staff are unable to carry out their gate duty they will be responsible for arranging for another member of staff to do this in their absence.

A member of the Leadership Team will be present on the playground at the beginning and end of the school day.

Members of staff will supervise the safe handover of children to parents/carers and see them safely on to/off site at the beginning and end of every day.

### **Behaviour in assembly**

On entering the assembly room, children are expected not to talk unless invited to do so by the adult leading the assembly (e.g. for discussions during the assembly) or by their class adults. Children are expected to remain in their single-file lines and follow directions from their supervising adult on where to form their assembly line. Usually, classes will sit in lines of year group order from the front to the back of the room so that the youngest children are nearer the front. Children should remain standing until their line has been appropriately arranged and spread out (so that all children will have enough space to sit) before following instructions from their supervising adults to sit down. Children are expected to sit facing the front of the hall. Staff members supervising the children should spread themselves along either side of the seated children. All staff members in the assembly are responsible for monitoring behaviour, encouraging and reinforcing expectations, and supporting children's participation in the assembly. Staff members in assembly should role model the behaviours expected by children and take an active role in the assembly. Staff members should not have general discussions with other staff or take drinks into the assembly.

### **Behaviour in the lunch hall**

Children are expected to line up quietly outside the hall as directed by their supervising adults (e.g. in order of lunch choice) before entering the hall when instructed to do so. Children having a packed lunch from home at lunchtimes will be directed where to sit and those having a school dinner will be instructed when there is space for them to line up at the hatch.

When lining up to collect their school dinner, children should remain in a single-file line and use quiet voices. Children are expected to stand still when waiting within the line and pay attention to when there is space for them to move along the line. Children should, and are encouraged, to speak to the serving staff in the kitchen and to say 'please' when requesting their lunch, and 'thank you' on receiving it. Children should then walk sensibly to their table, following the directions of adults in the hall. Children are expected to eat sensibly at their tables, using quiet voices to speak to other children on their table. Children should put their hands up to indicate if they need adult support or before they take their trays to clear at the clearing stations. Once children have finished their lunch, they are expected to remain seated until directed by their supervising adults to stand, line up and exit the hall.

All staff in the hall are responsible for monitoring behaviour and encouraging good behaviour.

### **Playtime Supervision**

At playtimes, children are expected to continue to follow the school codes and to take good care of themselves and others. Children should listen carefully to instructions from supervising adults on the playground so that the routines and procedures below can be implemented.

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision. Supply teachers should cover the duty of absent teachers, but should never be without support.

No hot drinks should be taken onto the playground. Lidded safety cups should be used by all staff when hot drinks are taken from the staffroom or FS kitchen.

All staff should be fully aware of playtime procedures, rules, rewards and consequences and apply them consistently at playtime.

When on duty at breaktimes, staff should circulate and maintain an overview of the play area and spotting potential problems before they escalate. At lunchtimes, staff will be following OPAL risk assessments to deliver OPAL zones and provision, whilst continuing to maintain an overview of the play area and potential problems.

Staff not on duty should be mindful of the time and be ready in their classrooms to receive the children when they are sent back into school from the playground at the end of break/lunch.

At the end of playtime, upon hearing the bell, children should stop what they are doing, stand still and remain quiet. Upon the second bell they walk directly to their classrooms. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'trophy' by the staff on duty (see Class of the Week).

In suitable weather conditions, the trim trail should be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that classes are never left unsupervised.

### **Playground Procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, a member of staff from each class should supervise their own children, putting on coats etc.

Classroom staff should remind children to put their coats on if needed when exiting the classroom for playtimes and lunchtimes to minimise the need for children to re-enter the school building during breaks. Children are not allowed back into school without adequate supervision and are only allowed to remain in the building if they are supervised by an adult.

Children may not bring playtime equipment from home into school and will be provided with appropriate equipment at playtimes and lunchtimes.

Any inappropriate behaviour at playtime should be dealt with by the staff on duty, and reported to the child's teacher (or Year Co-ordinator/Phase Leader depending on the severity). If an incident happens during play time, then staff on duty should follow the stepped approach for response and consequences below. If the incident happens at the end of play, the class teacher should initiate the response and consequence. Staff on duty should enter any behaviour incidences on Class Charts at the first available opportunity after play and communicate this to any relevant members of staff.

Any child requiring first aid at morning (and where applicable, afternoon) breaktimes should be treated by a first-aid trained member of staff on duty. At lunchtimes, children will be treated by the member of staff on first-aid duty in the Year 4 intervention room. Where intervention has been required, the member of staff who has dealt with the first-aid incident should record this using Meditracker and should ensure that the subsequent letter is printed and given to the child/child's teacher to be shared with parents at home time.

After playtime all children should be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

### **Rewards**

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Staff do, however, need to be aware if some children find public praise difficult and might prefer to be praised in private.

### **General Rewards**

- Favourable comments can and should be entered on pieces of work.
- Written school reports should comment favourably on good work, behaviour, involvement and general attitude to school life.
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to a member of the Leadership Team.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities.
- Opportunities for giving children greater responsibility in school should be fostered e.g. School Council, Sports Leaders etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### **Whole School Reward System: Class Charts Good Behaviour Points**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the accrual of positive behaviour points on Class Charts. Good behaviour points may be awarded for any

actions, deeds or attitudes, linked to the school's CARE code, which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding good behaviour points, the member of staff should reinforce the good behaviour e.g. 'You've can have a good behaviour point for waiting so patiently for your turn – you were being respectful'. Once awarded, good behaviour points can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a consequence to the child who is not.

Within class charts, good behaviour points can be added linked to one of the 'Good Behaviour' categories (the CARE code or Oracy). Points can be awarded by any staff member to any child at any time. Parents can see that these points have been awarded via the Class Charts app. When children accrue the number of good behaviour points below, they receive an award.

The reward system is graded as follows: -

- 100 Good Behaviour Points - Bronze Award (presented by the class teacher in class)
- 200 Good Behaviour Points - Silver award (presented by the class teacher in a 'Super Stars Assembly')
- 300 Good Behaviour Points - Gold award (presented by the year co-ordinator in a 'Super Stars Assembly')
- 400 Good Behaviour Points - Platinum award (presented by a member of the Leadership Team in a 'Super Stars Assembly')
- 500 Good Behaviour Points - School commendation: Diamond award (presented by the Head of School in a 'Super Stars Assembly')

For Gold awards and above, parents will be invited into the awarding 'Super Stars Assembly' to share in their child's achievement.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. This will be up to one session of reward time for each whole-class achievement.

### **Certificates**

A weekly 'Super Stars' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude in line with the week's CARE assembly theme. Parents are personally invited to attend and witness the presentation of certificates.

### **Class of the Week**

To be used for the whole class.

'Trophy' cards are to be given by all school staff apart from an individual class's teachers or teaching assistants, for whole class good behaviour e.g. lining up, moving around school (as a class), going to and from activities and visits etc. Consequences can result in the loss of 'trophy' cards. Results are announced in Super Stars assembly and the class with the highest score in KS1 and KS2 receive the 'Class of the Week' trophy.

### Golden Table

Children who have demonstrated the CARE code in the dinner hall may be selected each week to join the 'Golden Table'. This means that, on a Friday, they will have their lunch on a special table with a member of staff.

### Consequences

It is important that instances of unacceptable behaviour are taken seriously and dealt with immediately, in line with any specific behaviour support plans.

Consequences are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially through teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Allow early involvement of parents, senior leaders, the SENCo or outside agencies.
- Do everything reasonably possible to avoid exclusion from school.

Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

To ensure that consequences are applied consistently and by all staff, we have the following agreed system in place:

- If behaviour results in physical or verbal abuse towards a teacher/adult, an 'Abuse and Aggression' form should be completed and a copy given to a member of the Leadership Team.
- If physical intervention of any kind is required, then a 'Positive Handling/Physical Intervention Form' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded on a Major Incident Form.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Any displeasure should be expressed with the action and never the child i.e. 'That was not a sensible thing to do because...' and not 'You are a silly boy'.

### Consequence Procedures

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

All staff will follow the stages below when deciding which step best reflects the most suitable consequence given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

## Good Relationships and Behaviour Policy

Where possible the consequence procedures should be carried out in private and should not be public. This could be having a quiet talk with the child to explain their behaviour.

Steps	Behaviours	Actions	
<b>Step 1</b>	<i>Low-level disruption, wasting time, not following instructions or using hurtful comments.</i>	<b>Redirection</b>	A non-verbal cue in the form of a gentle encouragement (a 'prompt' in the right direction). Praise will be given if the learner is able to model good behaviour as a result of the non-verbal cue.
<b>Step 2</b>	<i>Low-level disruption, wasting time, not following instructions or using hurtful comments.</i>	<b>First verbal reminder</b>	A reminder of our rules - delivered privately wherever possible. Make explicit the expectation, e.g.: <i>I am expecting you to...(not talk when I am talking etc.)</i> <i>It was the rule about...(remembering our manners) that you broke then.</i> Praise will be given if the learner is able to model good behaviour as a result of the reminder.
<b>Step 3</b>	<i>Low-level disruption, wasting time, not following instructions or using hurtful comments.</i>	<b>Second verbal reminder</b>  Recorded privately - not visible to the child or other children.	A second reminder of our rules - delivered privately wherever possible. Make explicit the expectation followed by the consequences e.g.: <i>I am expecting you to complete your work. When children do not finish their work, they need to stay in to finish it at playtime.</i> <i>I am expecting kind hands at all times. When children don't use kind hands they need to sit/play separately from others so everyone can be kept safe.</i>
<b>Step 4</b>	<i>Low-level disruption, wasting time, not following instructions or using hurtful comments.</i>  (1 negative behaviour point)	<b>Reflection Time (identified calming space ) (At lunchtime - directed to sit at a table/stand by a member of staff)</b>  <b>Restorative Chat</b>  This is recorded privately and entered on Class Charts as Reflection Time	Where the child continues the behaviour, they will be asked to have reflection time in a class identified calming space (where no conflict with other children will occur). A box of resources will be available to use as needed to help the child to self-regulate. Say, for e.g.: <i>'Think carefully about your behaviour while you are here. You're so much better than this. Remember when... I would like you to have some quiet thinking time. I will come back in 5 minutes and we will talk'.</i>

## Good Relationships and Behaviour Policy

<p><b>Step 5</b></p>	<p><i>Spitting, hitting, kicking, punching, fighting, careless damage to school property, making a racist comment, using offensive language, refusing to co-operate, rudeness to adults, or a continuation of unacceptable behaviour after a classroom reflection time has been implemented.</i></p> <p><i>(2 negative behaviour points)</i></p>	<p><b>Time Out (Partner Class) (At lunchtime - Reflection Zone)</b></p> <p><b>Restorative Chat</b></p> <p>Entered on Class Charts as Time Out A</p>	<p>Where the child continues the behaviour, they will be asked to leave the room. The child is taken to their partner classroom (where no conflict with other children would occur). The teacher in the partner class is alerted preferably non-verbally and the child reflects for 10 minutes. Say: <i>'Think carefully about your behaviour for while.'</i></p> <p>Parents using the Class Charts app will receive a notification of the negative behaviour points added. The class teacher should also check that the parent is aware/let them know if not in person at the end of the day or via phone call.</p>
<p><b>Step 6</b></p>	<p><i>Deliberate injury to others, bullying, stealing, destroying property, making repeated racist and offensive comments, or a continuation of unacceptable behaviour after 'Time Out A' has been implemented.</i></p> <p><i>(3 negative behaviour points)</i></p>	<p><b>Time Out (with Phase Leader) (At lunchtime - Reflection Zone)</b></p> <p><b>Restorative Chat</b></p> <p>Entered on Class Charts as Time Out B</p>	<p>Parents using the Class Charts app will receive a notification of the negative behaviour points added. The class teacher or phase leader should also inform the parents of the incident and consequences in person at the end of the day or via phone call.</p>
<p><b>Step 7</b></p>	<p>Where the child's behaviour has escalated through the lesson significantly and Step 2, 3, 4, 5 and 6 have been used but have not been effective.</p> <p><i>(4 negative behaviour points)</i></p>	<p><b>Support</b></p> <p><b>Restorative Chat</b></p> <p>Entered on Class Charts as Time Out C</p>	<p>Support from a member of the Leadership Team should be requested and the child removed from the room if safe to do so. This should be seen as the last resort.</p> <p>Parents using the Class Charts app will receive a notification of the negative behaviour points added. The Leadership Team member should also inform the parents of the incident and consequences in person at the end of the day or via phone call.</p> <p>Though support will always be provided when needed, the removal of a child from the classroom should only be as a result of all other steps having been followed or immediate risk. It is important that teachers manage as</p>

## Good Relationships and Behaviour Policy

			<p>much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour as this will help further support the safe and supportive environment offered in the classroom.</p>
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<p><b>Restorative Chat - after every Step 4, 5, 6 and 7.</b></p> <p>Note: Remember that to have this conversation, the child needs to be regulated. Though it is preferable for incidents to be resolved within the day, there may be occasions where the child is not regulated enough to have a restorative conversation until the next day.</p>	<p>Restorative Conversation Prompts Children that might struggle with language:</p> <ul style="list-style-type: none"> <li>• What's happened?</li> <li>• Who has been harmed and in what way?</li> <li>• What needs to happen now in order to put things right and ensure this doesn't happen again?</li> </ul> <p>Older children and those with a better comprehension of language - 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Completion of additional work missed in the lesson given if needed: Children need to understand the language of impact and consequence. If you are not focused in lessons, then you will need to do the work in 'your time'. This should be explained especially to younger children that their own time is at play time/lunch time. For older children this might be work sent home where this is discussed with the parent and the work needs to be delivered back to the teacher the next day.</p>
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**Following the lunchtime break the previous consequences are 'wiped clean' and the consequence procedure starts again. This means that all children have a chance to have a positive day if they have tried hard to re-adjust their behaviours.**

### Good Behaviour Support Plan

A child will be moved to a 'Good Behaviour Support Plan' if they have 25 or more behaviour points in a term.

- **The child will be put on 'Good Behaviour Support Plan' for 2 weeks.** They will meet with the relevant Phase Leader at the end of every week to review their behaviour. At the end of the 2-week period, the Phase Leader and class teacher will decide if the report period needs extending. The class teacher and Phase Leader will inform the

SENCo and other senior leaders. The targets and format for the 'Good Behaviour Plan' and monitoring system will be co-constructed by the Phase Leader/SENCo with classroom staff and parents/pupils as appropriate, recognising that different children may need different approaches. Any monitoring systems will be kept privately by the class teacher to be shared with the pupil, their parents and the staff involved and will not be publicised.

- By this step, a child will have a documented history of their behaviour to date. They may have been secluded in school previously and may already have a 'Good Behaviour Support Plan' in place.
- If the child's behaviour does not show improvement over the course of fortnightly reviews, the SENCo, Mental Health Lead, Phase Leader and class teacher will decide if the child needs further support or placing on the SEND register at 'School Support' for Social, Emotional and Mental Health where the Graduated Approach will be implemented.
- The school, where at all possible, will try to avoid the use of suspensions and exclusions. If these are used, it is to provide respite, time and space for school staff to meet together and develop a plan for further support to further support the child on their return. If any exclusions occur, the year group team, SENCo and SLT will be involved in discussions, including with the child and parents, about the support needs of the child and whether external agency support is required.

### **Exclusion**

If a child's behaviour is consistently causing concern and the school feel that they have implemented all support possible in the current situation and the child still poses an unreasonable risk to other children and staff, then the school will consider permanent exclusion (see Exclusion Policy).

### **Exceptional Circumstances 1**

One off serious incidents.

In exceptional circumstances, exclusion or permanent exclusion may be considered for a first or 'one off' offence. These may include any behaviour that may put a child, children or member of staff at significant risk on the child's return to school. These may include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Serious deliberate damage to school property.

### **Exceptional Circumstances 2**

Children with Social Emotional Mental Health needs.

The school acknowledges that a small minority of children may for many reasons (including but not exhaustive: SEND, disability, attachment and trauma needs, Looked After Children, children with mental health needs and other vulnerabilities) be unable to make the correct choices available to them in order to control their own behaviour, in particular periods of time. For these children neither the normal rewards or consequence procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when 'Good Behaviour Support Plans' are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

### **‘Good Behaviour Support Plans’ (Targets) and Behaviour Meetings with Parents / Carers:**

- Are drawn up in conjunction with the class teacher and relevant Phase Leader.
- Should provide limited (maximum of three) unambiguous and, above all, achievable targets for the child’s behaviour e.g. ‘To stay on task at all times’ is not a realistic target for the best-behaved child let alone a child who is struggling with their behaviour.
- If clear targets cannot be identified – monitor behaviours so that they can.
- Should provide clear consequences for breaking the agreement e.g. Time in Class X.

Daily feedback on progress should be given and targets reviewed fortnightly by the class teacher and relevant Phase Leader either:

- To make targets more difficult as behaviour improves.
- To set new areas to tackle.
- To remove completely from report.
- To refer the child to the SENCo.

### **Foundation Stage**

In Reception, good behaviour points are utilised for rewards in line with the rest of the school – this will be recorded on Class Charts. If unacceptable behaviour occurs, verbal reminders and warnings are used, alongside the use of an identified calming and regulation space where appropriate.

In Nursery, children are rewarded with immediate feedback regarding behaviour choices. Frequent and specific positive praise is used alongside rewards in recognition of good behaviour. Unacceptable behaviour will be dealt with based on the developmental stage of each child. Verbal reminders, warnings and use of an identified calming and regulation space where appropriate.

### **Staff conduct**

When consequences are applied, children should be helped to understand why what they have done is not acceptable. When implementing consequences, it is important that staff:

- express their displeasure with the action and never the child i.e ‘That was an unkind thing to do because...’ and not ‘You are an unkind boy’.
- respond to children with calmness and non-judgemental kindness.
- do not shout (there is a clear difference between raising your voice and shouting) as this is a loss of control. Although shouting must not be used as a classroom management technique, there may be occasions when it is necessary to use a raised voice i.e. to be heard on the playground etc.

At Hardwick, we **Praise in Public** and **Reprimand in Private**.

**Sometimes if other children are concerned about the behaviour, the class teacher can explain (when the child being reprimanded is not in the room), that the school is following the ‘Good Relationships and Behaviour Policy’ in place and there are consequences for the behaviour but this is private so that everyone is treated with dignity and respect.**

### **Behaviour at playtimes and lunchtimes**

It is important that staff involved in supervising playtimes and lunchtimes model positive play. Children are taught playground games and encouraged to play cooperatively, including through the use of OPAL at lunchtimes. The children will understand the types of behaviour that are not acceptable on the playgrounds such as fighting, kicking and any aggressive play.

The environment plays a key role in supporting and extending children's development and learning.

At playtimes, the stepped consequence approach should be followed. If implementing Step 3, children will have reflection time either sitting at a bench or standing with a member of staff where they can be supervised and supported to regulate before restorative conversations take place as needed.

All lunchtime staff, including midday supervisors, are responsible for responding to behaviour issues during lunchtime. At lunchtimes, the stepped consequence approach should be followed. If the actions of the child need Step 4 reflection, they are to be sent to the Reflection Room and the member of staff on duty there. The attendance of the child and the reason for them being sent to the Reflection Room are recorded on Class Charts.

### **Recording incidences of unacceptable behaviour on Class Charts**

It is important that all incidences of unacceptable behaviour are recorded on Class Charts as soon as possible after the incident. This is generally the responsibility of the class teacher or teaching assistant. However, incidences that occur at playtime are the responsibility of the staff on duty to record. Incidences that occur at lunch time will be entered onto Class Charts by the member of staff in the 'Reflection Zone'.

Statements/comments should be brief but succinct, clear, unambiguous e.g. 'disturbing class', 'being a nuisance' is meaningless and open to misinterpretation, rather, 'tore up Aisha Brown's work', 'punched Harry Mohammed in the back', 'refused to sit for story' etc.

### **Restorative Practice**

Hardwick uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room in a booklet (see appendix). Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Staff will always agree parameters before a discussion especially where multiple children are involved to ensure the discussion stays calm:

- You will all get your chance to talk.
- We agree not to interrupt another person talking even if they say something you disagree with because you will have your chance to talk.
- We will work together to agree a solution/appropriate consequence. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Behaviour Display**

At Hardwick, we work towards creating a calming, stimulating and nurturing environment in which our children can learn effectively. We consider our school's learning environment and displays to be of vital importance. Displays communicate our school vision to a range of stakeholders including our children, parents, staff, governors and visitors.

Where possible, the behaviour steps should be located towards the interactive whiteboard so that they can be used as a reference aid during teaching. On this board should also be the CARE values, the class respectful talk (Oracy Discussion) guidelines and the Lining Up Code.

All classes will be equipped with suitable resources to support children in self-regulating using an identified calming space within the classroom.

### **Preventative measures for children with SEND**

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

We will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for a long time.
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition.
- Training for staff in understanding autism and other conditions.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes but is not limited to:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language, repeating instructions in the same calm way.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work," becomes, "If you return to your seat, I can help you with your work".

### **Physical intervention**

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical intervention will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

It is at the discretion of the Headteacher/Head of School as to what behaviour constitutes an exclusion or suspension, in line with the Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The Headteacher/Head of School must be immediately informed of any incidents requiring physical intervention and the school's physical restraint incident form must be completed.

### **Sexual abuse and discrimination**

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Prohibited items, searching children and confiscation**

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the child themselves; or
- To damage the property of any person, including the child themselves.

### **Suspension and exclusion**

At Hardwick, we believe, in general, that exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The school's Exclusion Policy outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

### **We have specific rules being enforced on the grounds of health, welfare and safety**

#### **A. Food and drink**

Children in KS2 may bring fruit or cereal bars from home to eat at morning play. Children in FS/KS1 will be provided with a fruit snack through the National Fruit Scheme. Other than fruit,

cereal bars, packed lunches, and food for special class treats and celebrations, no food of any kind should be brought into school (unless on medical grounds) including sweets and drinks. Packed lunches need to be healthy and should not contain fizzy drinks, sweets and large chocolate bars. Food brought into school must not contain nuts due to keep children with nut allergies safe across the school.

Reasons:

School seeks to provide children with a healthy diet throughout the school day, with food and drink that supports their learning and keeps all children safe. Children have regular access to water and in classrooms. A choice of quality juice, milk or water is available during lunch.

### **B. Jewellery**

Watches, one small pair of stud earrings and items of religious significance are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove jewellery themselves, it should be taken out at home on the days the child does PE. Any articles removed in school should be stored safely by the teacher for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

### **C. PE Kit**

Correct PE kits must be worn to school on children's allocated PE days, as outlined in the School Uniform policy. No jewellery is to be worn.

Reasons: It is dangerous to access P.E. activities with inappropriate footwear. Jewellery, as above, can cause major accidents, especially during physical activity.

### **D. School clothing**

Parents are expected to send their child into school wearing the correct school uniform, as outlined in the School Uniform policy.

Reasons: The majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. Open toed sandals, high heel shoes and boots are unsafe for the school environment.

### **E. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are advised to bring school money in a sealed envelope with their child's full name and class written clearly on the front.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

### **F. Mobile phones and Smart watches with cameras**

Mobile phones can only be brought to school in exceptional circumstances and only with the

prior permission of the Headteacher/Head of School, or a member of the Senior Leadership Team in the Headteacher/Head of School's absence. Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Headteacher/Head of School in writing. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours. Smart watches with cameras are not permitted in school.

Reasons: During school hours, contact is possible through the school's landlines. Mobile phones present an unacceptable disturbance to lessons and there is also the potential for theft and cyber bullying.

### **Home and School Partnership**

There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in fostering good behaviour in their children is vital and is one of the strongest links that the school can make. At Hardwick, we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including Weduc, letters, the school website, information booklets, newsletters, workshops, classes and meetings. 'Class Charts' also enables parents to view behaviour notifications that are added for their child during the day. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good behaviour examples at home for children to follow at school. A signed home/school agreement will be shared during all pupil induction meetings with parents to reinforce the essential relationship between home and school in supporting a child's education including their behaviour.

### **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. The Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour e.g. SEND and mental health needs.

### **Behaviour outside of school premises**

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the child has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **Data**

Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

### **Monitoring and review**

This policy will be reviewed by the Headteacher/Head of School/Inclusion Lead on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholders.

### **Appendix A** **Good Practice**

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

#### **Always:**

1. Create an interesting classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Be active and available to support children's learning.
6. Provide means of feedback which enable children to continue their learning for as long as possible without queuing for teacher feedback.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

#### **Remember to:**

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

#### **Never:**

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Over react - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

#### **Children's rights:**

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

### Appendix B

	Class Reflection Time	Time Out A – Partner Class	Time Out B – Year Coordinator/Phase Leader	Time Out C - Leadership
FS1* (Reflection times in own and other classrooms to be used at a developmentally appropriate level for the child)	In class using an identified calming space and resources to help regulate if needed.	FS2	FS2	Regulation and reflection time with a member of the Leadership Team
FS2* (Reflection times in own and other classrooms to be used at a developmentally appropriate level for the child)		FS1	1CB	
1CM		2EC	1CB	
1CB		2EH	2EC	
2EH		1CB	2EC	
2EC		1CM	1CB	
3HE		4MH	3KH	
3HH		4TH	3KH	
3KH		4SH	4MH	
4SH		3KH	4MH	
4MH		3HE	3KH	
4TH		3HH	4MH	
5JS		6PC	5ED	
5RA		6FN	5ED	
5ED		6HR	6PC	
6HR		5ED	6PC	
6PC		5JS	5ED	
6FN		5RA	6PC	

### The 'Lunch Time Reflection Zone'

It will operate on a daily basis for Step 5 and 6 behaviour incidences occurring at lunch time and will take place in the Rainbow Room. The room will be led by a member of the Leadership Team. If an incident of unacceptable behaviour occurs at lunch time, the lunch time supervisor will escort the child to the 'Reflection Zone' and hand them over to the duty staff member, informing them of the behaviour that has occurred. The incident will be entered onto Class Charts by the member of staff on duty in the room according to the behaviour policy and the child will be supported to reflect on their behaviour.

### Appendix C: Scripts

#### Restorative Conversation

Younger children:

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this doesn't happen again?

Older children:

5 questions is usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

#### Micro-Script

- I have noticed that you are not being ... (refer to the rules and child's behaviour) right now
- Now you have chosen to ... (refer to the action to support behaviour e.g. moving to another place, Can you remember yesterday when/last week when you...? (refer to previous positive behaviour)? That is who I need to see today....
- Thank you for listening ...then give the child some 'take up' time.
- You are better than that
- I care about you.

#### Seven assertive sentence stems:

1. You need to ... (speak to me at the side of the room)
2. I need to see you ... (following the agreed routine)
3. I expect ... (to see your table tidy by the end of the timer)
4. I know you will ... (pick up the books)
5. Thank you for... (going to the back of the line where there's a space)
6. I have heard what you have said, now you must... (come with me to the class next door to calm down)
7. We will... (have a better day tomorrow)

#### Seven helpful bits of script:

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Anna I need to see today, that is the Anna you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?

7. Darrel, its not like you to.....(shout out)

**Three things to do when children clam up, try using:**

1. OK, imagine if there were... (people affected/a way of putting it right/things you could do differently) What would they be?
2. 1 – 10 scales: On a scale of 1 to 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs X sit with you and help you with the answers?

**Six ways to reroute a power play**

1. I understand ... (that you are angry/upset/livid)
2. I need you to ... (come with me so that we can resolve this properly)
3. Maybe you are right ... (Maybe I need to speak to them too)
4. Be that as it may... (I still need you to join in with the group)
5. I've often thought the same... (but we need to focus on...)
6. I hear you ... (it's not easy but I know that you can do it brilliantly)

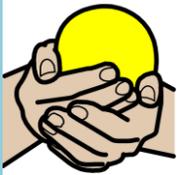
### Hardwick School Behaviour Blueprint

*The standard you walk past is the standard you expect.” (Paul Dix)*

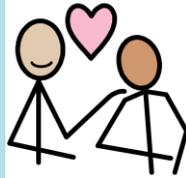
Our Core Values	Grateful	Respectful	Outstanding	Welcoming	
<p><b>Our School Code</b></p> <p>At Hardwick we:</p> <p><b>Care for each other and our school</b></p> <p><b>Always try our best</b></p> <p><b>Remember our manners</b></p> <p><b>Enjoy learning</b></p>	<p><b>Visible Consistencies</b></p> <ul style="list-style-type: none"> <li>Calm adult behaviour</li> <li>Expected behaviours praised first</li> <li>Daily meet and greet</li> </ul> <p><b>Relentless Routines</b></p> <ul style="list-style-type: none"> <li>Class respectful talk guidelines (Oracy Discussion Guidelines)</li> <li>Lining Up Code</li> </ul>		<p><b>Above and Beyond Recognition</b></p> <ul style="list-style-type: none"> <li>Good behaviour points on Class Charts</li> <li>Message to parents, phone call, gate ‘shout out’</li> <li>Assembly celebration</li> <li>Visit to SLT</li> </ul>		
<p><b>Step 1/2/3/4 Behaviours</b></p> <p>If I don’t listen, disrupt my class, don’t follow instructions, waste time or use hurtful comments.</p>	<p><b>Step 5 Behaviours</b></p> <p>If I spit, hit, kick, punch, fight, carelessly damage school property, make a racist comment, use offensive language, refuse to co-operate, I am rude to adults or I have already had a ‘Calming Time’.</p>		<p><b>Step 6 Behaviours</b></p> <p>If I deliberately injure, bully, steal, destroy property, make repeated offensive comments or I have already had a ‘Time Out’.</p>		
<p><b>Stepped Process</b></p> <p><b>Step 1:</b> Redirection (non-verbal reminder)</p> <p><b>Step 2:</b> 1<sup>st</sup> verbal reminder (school rules privately, if possible)</p> <p><b>Step 3:</b> 2<sup>nd</sup> verbal reminder (outline behaviour and consequence if continue)</p> <p><b>Step 4:</b> Use of identified calming space in the classroom (5 mins to calm down/compose themselves)</p> <p><b>Step 5:</b> Time Out A (10 mins in partner classroom)</p> <p><b>Step 6:</b> Time Out B (10 mins with phase leader)</p> <p><b>Step 7:</b> Support (Leadership Team)</p>	<p><b>Script for Step 3</b></p> <p>Deliver quietly and maintain pupil dignity</p> <ol style="list-style-type: none"> <li>1. I noticed you are (specify behaviour)</li> <li>2. You aren’t following the rule about (which one)</li> <li>3. You have chosen to...</li> <li>4. Do you remember last week when you...(positive behaviour) That is who/what I need to see today.</li> <li>5. Thank you for listening.</li> <li>6. Walk away/give take up time/follow consequences if not</li> </ol>		<p><b>Script for Step 4/5/6/7</b></p> <ol style="list-style-type: none"> <li>1. I can see that maybe you are feeling....</li> <li>2. I can see that because you are....</li> <li>3. The consequence of this will be...</li> <li>4. Do you remember the (positive behaviour) I saw....? That’s who I need to see again now.</li> <li>5. Thank you for listening</li> </ol>		<p><b>Script for Restorative Chat</b></p> <p>Start with two and build on these as the child develops in maturity.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What have you thought since?</li> <li>3. Who has been affected?</li> <li>4. How did this make the person feel?</li> <li>5. What could we do to put this right?</li> <li>6. What should we do to put things right?</li> <li>7. How can we do things differently in the future?</li> </ol>

# Our Hardwick 'Good Relationships and Behaviour Policy' Children's Summary

## Our Values



## Caring



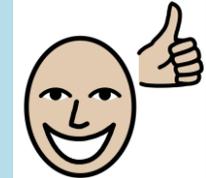
## Achieving



## Respectful



## Exciting



At Hardwick Primary School, we believe that:

- everybody has the right to feel **safe, valued and respected**
- **good behaviour needs to be taught** by adults at home and school
- **positive relationships** between staff and children **are essential** for improving behaviour
- **every adult in school** is responsible for helping children to learn good behaviour
- **children's brains aren't always able to make careful choices**, especially when they are feeling worried, stressed, upset or angry
- **'punishment' is not the best way** to help children learn good behaviour; **teaching children** about their feelings, the impact of their behaviour on others and positive ways to repair relationships **is**

## To help us to develop good relationships and behaviour...

### We have a school code:

At Hardwick we:  
Care for each other and our school  
Always try our best  
Remember our manners  
Enjoy learning



### We can always expect:

- Adults to talk to us calmly and respectfully
- Good behaviour to be praised
- Adults we know to greet us everyday



### We follow:

- The 'Lining-Up Code'
- Respectful talk guidelines that we have written through our Oracy work in class



### When we show 'above and beyond' behaviour, this will be recognised through:

- Good behaviour points on Class Charts
- Messages to our parents
- Celebrations in assemblies
- Visits to share our good behaviour with other adults in school



## We have a stepped approach to respond to negative behaviours and to help us mend our relationships

Steps	Behaviours	Actions	
 1	<i>If I am not getting on with my learning, wasting time, not following instructions or using hurtful comments.</i>		I will be reminded by the adult of the expected behaviour. I will be praised if I show more positive behaviour.
 2	<i>If I continue not getting on with my learning, wasting time, not following instructions or using hurtful comments.</i>		I will be reminded quietly of our expected behaviour. I will be praised if I show the correct behaviour. For example: <i>I am expecting you to...(not talk when I am talking etc.)</i>
 3	<i>If I continue not getting on with my learning, wasting time, not following instructions or using hurtful comments.</i>		I will again be reminded quietly of our expected behaviour. For example: <i>I am expecting you to complete your learning. When children do not finish their work, they need to stay in to finish it at playtime.</i> <i>I am expecting kind hands at all times. When children don't use kind hands they need to sit/play separately from others so everyone can be kept safe.</i>
 4	<i>If I continue not getting on with my learning, not following instructions, wasting time or using hurtful comments.</i>	 <i>(In class calming space; At lunchtime - directed to a seat on playground or stand with an adult)</i>	I will be asked to have 'reflection time' in a calming space in my classroom and will reflect for 5 -10 minutes. I can use the reflection resources to help me calm down. The adult will say: <i>'Think carefully about your behaviour while you are here. You're so much better than this. Remember when... I would like you to have some quiet thinking time. I will come back in 5 minutes and we will talk'.</i> I will have a restorative conversation.
 5	<i>If I spit, hit, kick, punch, fight, cause careless damage to school property, make a racist comment, use offensive language, refuse to co-operate, am rude to adults, or a continue unacceptable behaviour after I have had calming time.</i>	 <b>(Partner Class; At lunchtime – Reflection Zone) + Restorative Conversation</b>	I will be taken to my partner classroom. The teacher in the partner class is alerted preferably non-verbally and the child reflects for 10 minutes. The adults will say: <i>'Think carefully about your behaviour for a while.'</i> A message will be sent home to my parents/carers. I will have a restorative conversation.
 6	<i>If I deliberately injure others, or bully, steal, or destroy property, make repeated racist and offensive comments, or a continuation of unacceptable behaviour after 'Time Out A' has been completed.</i>	 <b>(Phase Leader's Class; At lunchtime - Reflection Zone) + Restorative Conversation</b>	I will be taken to my Phase Leader's classroom. The phase leader is alerted preferably non-verbally and the child reflects for 10 minutes. The adults will say: <i>'Think carefully about your behaviour for a while.'</i> A message will be sent home to my parents/carers. I will have a restorative conversation.
 7	<i>Where my behaviour is still not acceptable and calming strategies have not been effective.</i>		Another adult will come to help me calm down and leave the classroom to a safe space. A member of staff will have a conversation with my parents/carers. I will have a restorative conversation.

		<b>Time Out C (<i>Support</i>) + Restorative Conversation</b>	
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