Behaviour Policy

2024 - 2026

Approved by:	Governing Body	**Date:**	September 2024
Last reviewed on:	September 2024		
Next review due by:	July 2026		

Contents:

1. Vision and values
2. Aims of this policy
3. Our behaviour expectations
4. Roles and responsibilities
5. Positive recognition
6. Sanctions
7. Zones of regulation
8. Additional support for children with complex behaviours
9. Bullying
10. Behaviour outside of school premises
11. Searching, screening and confiscation
12. Links to other policies

Appendix 1: Governors' Written Statement of Behaviour Principles
Appendix 2: Guidance on categories of behaviour
Appendix 3: Behaviour blueprint
Appendix 4: Behaviour progress report
Appendix 5: Reflection form (HGPS Think Sheet)
Appendix 6: De-escalation strategies

1. Vision and Values

Because we listen and celebrate what is both common and different, we have become a wiser, more inclusive school. Diversity is about all of us, and about us having to find a way to walk through this world together.

We provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society.

At Hugh Gaitskell Primary School, our children are inquisitive, imaginative and ambitious. We teach them to debate, compromise, and think creatively. They are confident learners and articulate speakers who stand up for equality and fairness. We nurture pupils and empower them to use their initiative, take risks, be self-sufficient and self-motivated. Our children are enthusiastic about the community they live in. They have a voice- they are powerful and they are strong.

We raise aspirations, open children's eyes to both their immediate environment and the world beyond and we enable our children to live happy, healthy and productive lives. We do this by supporting, nurturing and inspiring our children through quality-first teaching strategies and providing a wealth of opportunities to enrich their life experiences.

By working with our families, we create an inspirational environment where everyone is valued and successes are celebrated.

Vision: Together we will make the world a better place

Every child deserves a champion:
an adult who will not give up on them, who understands the power of connection and insists they become the best they can possibly be.
Alongside parents, we are that champion.
And it doesn't matter how much it takes, how easy or hard it might be because our passion is to champion every child that comes here.
We are their cheerleaders, their coaches, their biggest fans.
Our children live in a diverse world, a more connected world where they will meet people from all over the globe and speak different languages.
That world lives in our school.
We champion that diversity, we celebrate it, because it makes us all richer through new experiences, new adventures, new friends,
but it also teaches tolerance, understanding and respect.
One world, one school.
Our children will have a voice and they will become the champions of others, their community and their world.
They will make the world a better place.
They will say:
I have things to do, people to impress and places to go.
I will be a better person when I leave-

I am powerful and I am strong.

2. Aims of this Policy

The Governing Body of Hugh Gaitskell Primary School has set the aims and purpose of this Behaviour Policy. **The aims of this policy are as follows:**

- To have a consistent approach to behaviour throughout the school;
- To foster a nurturing environment that promotes positive caring attitudes towards everyone;
- To ensure achievements at all levels are acknowledged and valued;
- To embed clear boundaries of acceptable behaviour;
- To have a provision that promotes self-esteem, self-discipline and independence so that each child learns to accept responsibility for their own behaviour;
- To encourage children to understand their emotions and recognise that they can and should make 'good' choices;
- To ensure all staff and pupils feel safe at all times

Our policy is based on the belief that:

- Good behaviour and self-discipline needs to be taught and supported at home and school;
- Unacceptable behaviour will never be tolerated at Hugh Gaitskell Primary School;
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same;
- When the whole team around the child work together with good communication, it has the most effective impact on behaviour;
- Behaviour is most effectively addressed through a consistent and calm approach;
- It is important to develop self-discipline and problem solving;
- We all have emotions and feelings which we can better regulate by teaching strategies and tools so we are calm, alert and learning;
- All should be able to happily attend Hugh Gaitskell Primary School and view it as a safe place.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Keeping Children Safe in Education
- It is also based on the special educational needs and disability (SEND) code of practice

3. Our behaviour expectations

At Hugh Gaitskell Primary, we aim to develop strong learning behaviours in all children, including:

- Active listening and engagement (through our Talk Matters Initiative - https://www.hughgaitskell.leeds.sch.uk/key-info/curriculum-new/talk-matters)
- Good collaboration and teamwork
- An enthusiastic, "give it a go" attitude
- A sense of pride in themselves, their learning and their school
- Creative and imaginative thinking
- Risk-taking and learning from failure

We have four well-established school rules summarised as follows.

The school rules:

- We treat everyone with respect
- We do as we are asked the first time
- We keep hands, feet, comments and objects to ourselves
- We move around school in silence

When children make a mistake, they will be supported to:

1. Own their behaviour – Others may have played a part, but children should reflect and be honest about their own actions and behaviour choices.

2. Understand cause and effect – Children need to understand that their actions have a consequence. These can be positive, such as rewards, or negative, such as sanctions.

3. Proactively make a change – Once children have made a mistake, they should be proactive and make a change to their behaviour. This could be a change in how they deal with similar situations or emotions in the future.

To support children who can find this hard to verbalise, staff will use a range of reflection techniques including a HGPS reflection form (see Appendix 5).

Relentless Routines – These are areas of the school day we are working on relentlessly as a team. All staff and children will address these behaviours using the following language:

- *Fantastic Walking* – at all times around the site
- *Superb Transitions* – between lessons or activities within class and between the classroom and other areas of the school
- *Calm Lunchtimes* – both inside and outside, behaving and responding in a calm manner.

4. Roles and responsibilities

It is the responsibility of all members of Team HGPS to create a calm, harmonious environment with exemplary behaviour at its heart.

Hugh Gaitskell Primary School's Governing Body will:

- Review and approve the written statement of behaviour principles (appendix 1)
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness

All staff at Hugh Gaitskell Primary School will:

- Promote the school's vision - *every child deserves a champion*
- Remain calm, consistent and fair, keeping their emotion for positive praise
- Show visible kindness and consistency
- Demonstrate unconditional care and compassion
- Develop positive relationships with all children
- Always redirect children by consistently referring to our four rules
- Understand the importance of praising in public and reprimanding in private
- Work together to build a culture of mutual respect
- Never walk past or ignore children who are failing to meet our expectations
- Understand and follow this Behaviour Policy and all its appendices

In addition, class teachers will:

- Be the main contact point for every child's behaviour, liaising with colleagues and parents/carers
- Take time to welcome children at the start of the day through 'meet and greet'
- Plan lessons that engage, challenge and meet the needs of all learners
- Use praise, house points and other positive rewards
- Provide additional support for children with complex behaviours when necessary (see p14-15)
- Monitor and share concerns with their assistant headteacher regarding repeated or specific negative behaviours

In addition, Assistant Headteachers will:

- Be a visible presence in the Phase to encourage appropriate conduct
- Celebrate staff and children whose efforts go above and beyond expectations
- Support class teachers in managing more complex or entrenched negative behaviours
- Ensure staff training needs are identified and addressed
- Monitor behaviour across their phase, providing support and guidance

In addition, Senior Leaders will:

- Model positive behaviours and the whole-school culture
- Be a visible presence around school

- Share good practice and provide impactful staff training
- Use behaviour data to target and assess school wide behaviour policy and practice

Parent/carers:

All behaviour management is more effective when schools work with parents as genuine partners in the education process. We remain committed to resolving issues in a constructive manner through open positive dialogue and in an atmosphere of mutual understanding and respect. Parents/carers are expected to support and uphold this Behaviour Policy.

If parents/carers are concerned about behavioural issues, or if they are dissatisfied with the application of this Behaviour Policy in any incidents involving their child, they are encouraged to contact their child's class teacher in the first instance. This contact should be made through the school office (email: info@hg-ps.org).

Parents are also encouraged to talk in confidence to teachers or other members of staff about any significant developments in a child's life, in their past or present, which may affect their child's behaviour.

5. Positive Recognition

At Hugh Gaitskell Primary School, we believe that positive recognition is key to promoting a culture of good behaviour. Praise and positive recognition will be used considerably more than sanctions by all members of staff, including lunchtime supervisors, class teachers, teaching assistants and HLTAs.

Although this is not an exhaustive list, our systems for positive recognition include:

Praise

Praise should be specific, making it clear why it has been given. Praise may be verbal or written, accompanied by children's work being celebrated, displayed or shared with others. We aim to highlight those children who routinely exhibit positive behaviour.

House Points

House points encourage a team ethos across the school and allow pupils of all ages to have a common goal. There is healthy competition between the houses and pupils are always keen to earn House Points to help their House succeed.

All pupils and staff are sorted into one of the four houses. The four houses are based on inspirational and influential figures:

Malala

Malala Yousafzai
Pakistani activist for female education and the youngest Nobel Prize laureate



Zephaniah

Benjamin Zephaniah
Poet, novelist and playwright included in The Times list of Britain's top 50 post-war writers...despite being dyslexic



Attenborough

David Attenborough
Broadcaster and nature researcher. A pioneer for environmental change



Curie

Marie Skłodowska Curie
A French-Polish physicist and the first female winner of the Nobel Prize … and the only female to win twice!



Each house is represented by a colour (red, blue, green and yellow).

The four houses are displayed on pennants in the Main Hall. The pennants were designed and created by KS2 pupils.



How are House Points Earned?

House points are awarded for a variety of reasons. For example:

- politeness
- reading at home every day
- positive behaviour and attitude
- superb manners
- demonstrating a caring attitude towards peers
- excellent attendance
- putting special effort into a piece of work
- beautifully-presented work
- sporting events
- taking part in competitions

Rewarding House Points

Step 1:

Each pupil has their name displayed on a House Point chart within their classroom. When children are awarded a House Point, they put a sticker next to their name. The charts clearly show which House each pupil has been assigned to.

Step 2:

At the end of each week, Pupil House Captains gather the data from the classroom charts and input the totals for each House onto a spreadsheet. The spreadsheet calculates all class data and automatically generates the overall cumulative total for each House.

The totals are updated and displayed on the pennants in the Main Hall.

House Captains announce the new totals in the Celebration Assembly each week.

Step 3:

At the end of each half-term, the winning house will be presented with the House Cup (with the house colour ribbon attached).

The winning house will also be awarded with a special celebration event such as:

Autumn 1: Glow disco

Autumn 2: Hot chocolate & cookie morning

Spring 1: DePuy treat - surprise

Spring 2: Games hour

Summer 1: Nature art/ den building

Summer 2: Picnic on the field

Step 4:

At the end of each school year, Governors and special guests will present the House Cup to the overall winners. The winning House will receive the special summer picnic reward!

House Meetings

Pupils will have opportunities throughout the year, to meet as a house (a house assembly) to discuss and organise possible competitive events and activities.

House days will take place throughout the year.

House Captains- Pupils

Applications are invited from Year 6 pupils who wish to take a more active leadership role at Hugh Gaitskell Primary School.

Successful candidates will have demonstrated:

- *commitment to the school – school uniform, behaviour, positive attitude*
- *commitment to their House and wider community*
- *highest expectations of themselves and others*
- *an ability to motivate and inspire fellow pupils*
- *excellent communication and organisational skills*

House Captains are ambassadors for the school at all times and promote the safety, health and happiness of all children in our school.

Responsibilities include:

- *Hosting events*
- *Leading tours for visitors*
- *Leading assemblies*
- *Promoting good behaviour and a positive attitude*
- *Promoting the British Values- tolerance, respect, understanding, Rule of Law*
- *Encourage positive behaviour from their house by being excellent role models*
- *Collect and count house points*
- *Help to organise events, activities and reward days*
- *Organise house competitions*
- *Be a buddy to younger children in their house*
- *Propose and represent ideas from their house ideas that will improve the House System*

House Captains- Adults

All adults in school have been allocated to a house and one adult has been nominated to become the Adult House Captain:

The Adult House Captains are:

Malala: Mrs Dawson

Zephaniah: Miss Moseley

Attenborough: Mrs Gill

Curie: Mr Towler

Celebration Assemblies

Each week, children from each class are selected to receive a Headteacher's Award Certificate. The Headteacher's Award explains clearly the 'above and beyond' behaviour that is being celebrated.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g. Swimming Certificates. These achievements are celebrated with the Key Stage in the celebration assembly.

Class teachers may also send pupils to members of the SLT/Headteacher for individual achievements where pupils will receive praise and a House Point.

HGPS Postcard

Any member of staff can send a HGPS Postcard home, explaining the 'above and beyond' behaviour that a child has shown.

Phone Call Home

Any member of staff can make a phone call home, explaining the 'above and beyond' behaviour that a child has shown.

6. Sanctions

Sanctions are applied immediately, where possible, and always followed up with a restorative conversation.

Sanctions will never replace or remove a positive recognition – Where a child has earnt praise or another form of positive recognition for positive behaviour, this will not be lost as a sanction for a separate negative behaviour. After every sanction has been completed, a fresh start begins.

Negative behaviour is addressed by all members of staff, using a 5-step programme, as follows.

Step		Actions
1	**Reminder of Rule**	A reminder of the expectations (four school rules) delivered privately, wherever possible. Staff will repeat reminders if necessary and take the initiative to remain at Step 1 through de-escalation techniques (see appendix 6).
2	**Warning**	A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3	**Last Chance**	A last chance for the child to reflect. Staff will speak to the child privately and give them a final opportunity to engage, offer a positive choice to do so and refer to previous examples of good behaviour, using the **30-second script.** (See Appendix 3)
4	**Sanction**	These are applied appropriately, dependent on behaviour and context. See Appendix 2 for guidance on school sanctions.
5	**Restorative Conversation**	A restorative meeting, taking place before the next lesson or breaktime/ lunchtime. This is an important step and should not be skipped. Staff involved in the initial behaviour incident should be involved where possible. Children can be asked to reflect and 'own their behaviour' using the HGPS reflection form. (See Appendix 5)

In more serious behaviour incidents, staff will use their professional judgement and take a quicker and more escalated approach than the 5-step programme.

Although this is not an exhaustive list, our sanctions for behaviour include:

Moving a child in assembly or within class
Short, reactive time-out of the situation
Part of breaktime/lunchtime in reflection with a member of staff
Phone calls to parents/carers

<u>Planned</u> time-out: temporary removal from the class to re-establish expected standards of behaviour - must be supervised by the teacher, teaching assistant or member of the Pastoral Team
Loss of privileges
Breaktime and lunchtime 1: temporary withdrawal from the game by supervising member of staff, to re-establish behaviour expectations
Breaktime and lunchtime 2: 'time out' on the playground by supervising member of staff, for a longer period of reflection
Breaktime and lunchtime 3: removal from playground (the leader on duty to determine staffing for this)
Meeting with assistant headteacher, class teacher, parents/carers and child.
Meeting with assistant headteacher, parents/carers and child.
Use of a Behaviour Progress Card (See Appendix 5), which is shared with parents/carers
Letter to parents/carers from Headteacher/Senior Deputy Headteacher, recorded on pupil file.
Internal exclusion *The length of any internal exclusion depends on the context and severity of behaviour. This may take place on the same day as the behaviour incident, or on a following day. Parents/carers will be notified as soon as reasonably possible.*
Alternative Provision *In very exceptional circumstances, a senior leader will arrange for the pupil to be educated at alternative provision. The pupil will remain a student of HGPS but will also be registered at another site.*
Suspension or permanent exclusion *In very exceptional circumstances, the Headteacher will suspend or permanently exclude a pupil. In deciding to use fixed-term or permanent exclusion, the Headteacher will follow Leeds City Council and DfE guidance. The length of any suspension depends on the context and severity of behaviour. Parents/carers will be notified without delay.*

.

See Appendix 2 for guidance on categorisation of behaviour, recording of behaviour incidents and the application of sanctions.

All behaviour will be considered in context and for each individual child, with reasonable adjustments made, where appropriate. The selection of sanction and length of sanction will depend on the context and severity of behaviour. If unsure, members of staff will consult with members of the leadership team regarding other sanctions or behaviour systems to apply.

Children in Reception follow the same principles, expectations, systems and language as the rest of the school. In addition, visual reminders (including the Talk Matters signs) are used in each class.

7. Zones of Regulation

We use Zones of Regulation to help children understand, recognise and regulate their emotional responses. The four zones are:

Blue zone - *Emotions in this zone are sad, tired, sick or bored*

Green zone: optimal zone *- Emotions in this zone are happy, calm, feeling okay, focused, ready to learn*

Yellow zone: *heightened stage of alertness - Emotions in this zone are frustrated, anxious, worried, silly, excited and loss of some control.*

Red zone: intense and extreme - Emotions in this zone are mad, angry, terrified, elated and out of control.

Every class has a visual representation of the four zones. Many children will be able to regulate their emotions themselves, while other children will require additional support to do so.

8. Additional support for children with complex behaviours

Children may sometimes benefit from additional support to develop the expected behavioural norms. The principles of the Behaviour Policy are still used, but systems may be adapted or additional steps put in place.

Where additional support is needed, engagement with parents/carers will be essential. The class teacher remains the key adult in coordinating this home/school contact, but there may also be involvement from the SENDCo and/or Lead Practitioner for Inclusion .

Additional support may include:

Personal Zones of Regulation resources – Children may have their own versions of Zones of Regulation resources to aid their self-regulation.

Sensory circuits and/or focused activities in transitions – Sensory circuits may be used to help children to be ready for learning. Redirection or slight timetable variations may also support during transition times.

Structured games during lunchtime or breaktime – With structured adult support, children can play with adults and small groups establishing better patterns of behaviour.

Reward Charts – Children may have their own individual behaviour targets, which may be monitored through individual reward charts.

Star Charts – A STAR chart records Setting, Trigger, Action and Response and may be used to analyse

incidents of challenging behaviour, in order to provide more effective support.

Behaviour Progress Report – A Behaviour Progress Card may be used to restore behavioural norms following negative behaviours. (See Appendix 4) The Behaviour Progress Card has up to three individual behaviour targets and is monitored by the class teacher and a school leader at least once a day. Progress (re. behaviour) should also be shared with parents/carers at the end of each school day via a Link Book. Behaviour Progress Reports may be in place for 2-3 weeks, after which a meeting will be held with parents/carers.

Visible steps to sanctions – Individual behaviour systems may be in place, for example through pictorial rewards being completed, depending on successful behaviour choices for a specific child with additional needs. These systems are highly personalised and adapted to the needs of each child.

SEMH Individual Provision Map (IPM) – SEMH IPMs and Pupil Passports are used to support children with complex behaviours, as well as children at SEND School Support for social behaviour difficulties or emotional and mental health needs. Pupil Passports must be shared with all staff and be available for supply staff. IPMs are reviewed with parents/carers and can be adapted to include strategies for consistency between home and school. Targets can be written together in partnership with parents and the child. There may also be involvement from outside agencies using specialist advice to best meet children's needs.

Individual Pupil Risk Assessment (IPRA) - If a child displays unsafe behaviours within school, a risk assessment will be written to ensure that a duty of care can continue for that child and all other members of Hugh Gaitskell Primary School. A positive handling plan will also be written and shared with parents/carers. In some cases, such as school trips, children with behaviour risk assessments may not be able to participate if it is felt that the risk cannot be managed effectively and all other alternatives are beyond reasonable adjustment.

Positive Handling - Some pupils may require the use of positive handling techniques in order to ensure their safety, or the safety of others. The law says that all members of school staff have a legal power to use reasonable force. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
In such circumstances, the Headteacher and any member of staff chosen (*preferably with Team Teach training*) may do this. At this point, a positive handling form will be completed and logged and parents will be informed by SLT or the Headteacher. In some circumstances, at the decision of the most senior member of staff involved in the incident, the decision to remove other children from the situation will be the most appropriate and safest for all involved.

9. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist/misogynistic) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

10. Behaviour outside of school premises

Staff can apply this policy, its behavioural expectations and sanctions to conduct outside the school premises, including online conduct. This includes when children are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

It could also be applied when behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or
- could adversely affect the reputation of the school.

11. Searching, screening and confiscation

The Headteacher and authorised staff have a statutory power to search pupils and their possessions where they have reasonable grounds to suspect that a pupil has brought a prohibited item into school. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any item that the member of staff reasonably suspects, or is likely to:

- Be used to commit an offence
- Cause personal injury to, or damage to the property of, any person (including the pupil)

Before conducting a search, school staff will read and follow DFE guidance on searching, screening and confiscation.

12. Links to other Policies

- Anti-Bullying Policy
- Child Protection (Safeguarding) Policy
- Mobile Phone Policy
- Online Safety Policy

Appendix 1: Governors' Written Statement of Behaviour Principles

The Governors at Hugh Gaitskell Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. At Hugh Gaitskell Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations and support the development of our pupils as effective and responsible citizens.

We aim to provide a happy, nurturing atmosphere in which staff and parents work together for the welfare of children, and where children adopt good standards of behaviour and the necessary values to develop a sense of self discipline. Through the use of a consistent and positive approach we encourage children to be polite, respectful, well-mannered and to become upstanding citizens in line with British Values. The principle that underpins our school policy is that all children deserve the best education that they can and that everyone deserves a place where they are safe to learn and develop. The aim is for teachers to provide a hardworking, pleasant atmosphere in which pupils are able to give their best both in and out of the classroom.

Appendix 2: Guidance on categories of behaviour

Any behaviour involving alleged bullying is addressed under our separate Anti-Bullying Policy.					
Category	**0**	**1**	**2**	**3**	**3+**
Addressed by	Any member of staff addresses these behaviours as they occur.	**Class teacher** after investigation by any member of staff.	**Assistant headteacher** after investigation by any member of staff.	**Senior Deputy Headteacher** after investigation by any member of staff.	**Headteacher** after investigation by any member of staff.
Examples of behaviour	• Out of seat in lesson • Running in corridor • Low-level disruption (interrupting, calling out, distracting others) • Accidental injury to other children • Unkind words • Incorrect uniform • Late arrival to lessons • Improper use of equipment • Low-level disrespectful behaviour (delayed compliance, eye-rolling) • One incident of non-compliance with instructions	• Leaving classroom without permission • Selective disrespectful attitude towards staff • Deliberate rough play (pushing, barging, pulling) • Swearing • Violent behaviour • Repeated incidents of non compliance with instructions • Poor attitude to learning	• Repeated incidents of category 1 behaviours	• Serious violent conduct • Discriminatory behaviour related to any protected characteristic (e.g. homophobic, racial) • Theft • Sexual harassment • Deliberate vandalism • Harassment on social media • Swearing at adults • Behaviour causing accidental injury to adults • Leaving the school site without permission	• Repeated incidents of category 3 behaviours • Any action which could result in fixed-term or permanent exclusion *(including persistent violation of school rules and deliberate violent conduct towards adults)*
Record keeping on CPOMS	In general, these behaviours will not be logged on CPOMS.	Log on CPOMS after incident has been resolved and sanction has been applied. Assign to class teacher as a closed incident.	Log on CPOMS and assign to Assistant Headteacher as an open incident. Talk to AHT before the end of the day.	Talk to SLT immediately. Log on CPOMS.	Talk to SLT immediately. Log on CPOMS.

<table>
<tr>
<td>Possible sanctions to consider</td>
<td>5-step programme, with the following possible sanctions as Step 4:
• Moving a child
• Short, reactive time-out
• Planned time-out
• Phone calls to parent/carers</td>
<td>5-step programme, with the following possible sanctions as Step 4:
• Loss of privileges
• Short, reactive time-out
• Planned time-out
• Part of breaktime in reflection
• Temporary removal from class or playground
• Phone calls to parent/carers
• Meeting with class teacher, parent/carers and child</td>
<td>• Loss of privileges
• Planned time-out
• Temporary removal from class or playground
• Use of Behaviour Progress Report
• Meeting with AHT, class teacher, parent/carers and child</td>
<td>• Loss of privileges
• Temporary removal from class or playground
• Use of Behaviour Progress Report
• Letter to parent/carers
• Meeting with Senior Deputy, parent/carers and child
• Internal exclusion</td>
<td>• Internal exclusion
• Fixed-term exclusion (suspension)
• Permanent exclusion

Advice sought from external agencies.</td>
</tr>
<tr>
<td colspan="5">Serious and complex incidents: always dealt with on a case-by-case basis</td>
</tr>
</table>

Appendix 3: HGPS Behaviour Blueprint

The Four School Rules

- We treat everyone with respect
- We do as we are asked the first time
- We keep hands, feet, comments and objects to ourselves
- We move around school in silence

The 5-Step Programme		
Step		**Actions**
1	**Reminder of Rule**	A reminder of the expectations (four school rules) delivered privately, wherever possible. Staff will repeat reminders if necessary and take the initiative to remain at Step 1 through de-escalation techniques (see appendix 6).
2	**Warning**	A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3	**Last Chance**	A last chance for the child to reflect. Staff will speak to the child privately and give them a final opportunity to engage, offer a positive choice to do so and refer to previous examples of good behaviour, using the **30-second script.** (See Appendix 3)
4	**Sanction**	These are applied appropriately, dependent on behaviour and context. See Appendix 2 for guidance on school sanctions.
5	**Restorative Conversation**	A restorative meeting, taking place before the next lesson or breaktime/ lunchtime. This is an important step and should not be skipped. Staff involved in the initial behaviour incident should be involved where possible. Children can be asked to reflect and 'own their behaviour' using the HGPS reflection form. (See Appendix 5)

Adult Behaviour:	**30 Second Script:**	**We expect children to:**
☐ First attention to best conduct ☐ Calm, consistent, fair ☐ Visible kindness and consistency ☐ Use all positive rewards ☐ Praise in public/ reprimand in private ☐ Never walk past children who are failing to meet expectations	☐ I've noticed that… ☐ You know the school rules… ☐ Can you remember when (positive example) and how that made you feel? ☐ I expect you to… ☐ You now have a choice… ☐ Thank you for listening	☐ Own their own behaviour ☐ Understand cause and effect ☐ Proactively make a change

Appendix 4: Behaviour Progress Report

Name: _____ Class: _____

Week Beginning: _____ Report review date: _____

Teachers please give a score between 1(requires immediate improvement)- 5 (Excellent) for each of the areas on the report card, add any comments if necessary.
The **minimum target** for each lesson is **3**.
Please share this report card with your teacher at the end of each day.

Monday Lesson:	1	2	3	4	5	6
Raises hand in class						
Works well independently						
Works well with other pupils						
Positive approach to learning						
All work completed						
Follows school rules						
Teacher signature						
Parent signature						

Tuesday Lesson:	1	2	3	4	5	6
Raises hand in class						
Works well independently						
Works well with other pupils						
Positive approach to learning						
All work completed						
Follows school rules						
Teacher signature						
Parent signature						

Comments:

Wednesday Lesson:	1	2	3	4	5	6
Raises hand in class						
Works well independently						
Works well with other pupils						
Positive approach to learning						
All work completed						
Follows school rules						
Teacher signature						
Parent signature						

Thursday Lesson:	1	2	3	4	5	6
Raises hand in class						
Works well independently						
Works well with other pupils						
Positive approach to learning						
All work completed						
Follows school rules						
Teacher signature						
Parent signature						

Friday Lesson	1	2	3	4	5	6
Raises hand in class						
Works well independently						
Works well with other pupils						
Positive approach to learning						
All work completed						
Follows school rules						
Teacher signature						
Parent signature						

1. **Positive Monitoring Report Card** - monitored by the class teacher
2. **Positive Monitoring Report Card** - monitored by the Phase Leader
3. **Positive Monitoring Report Card** - monitored by SLT

Pupils must:

▪ make a conscious effort to respond positively whilst on their report card

▪ ensure that their report card is signed and brought to school each day

▪ report to the member of staff at the designated times, i.e. the start of break/lunch

▪ attend their lunchtime detention with their subject teacher first, before seeing their assigned member of staff

Staff overseeing the report should:

▪ set a clear time period for pupils on a Monitoring Report Card

▪ meet pupils regularly, taking a consistent approach in dealing with under-performance

▪ challenge under-performance, following up with relevant sanctions

▪ contact home once a week to update parents on their child's progress

Monitoring Report card sanctions

Times target falls below 3	**Sanction**
1	**Warning**
2	**10 minute restorative thinking time with adult at break or lunch time outside**
3	**Lose break time**
4	**Lose lunch time**
5	**Contact parents**
6	**Escalate to next level**

Appendix 5: Reflection Form

HGPS Think Sheet

Name: **Date:**

How am I feeling at the moment?

annoyed	frustrated	angry	scared
sad	silly	happy	calm

Own my behaviour:

What rule did I break?

	Tick
• *We treat everyone with respect*	
• *We do as we are asked the first time*	
• *We keep hands, feet, comments and objects to ourselves*	
• *We move around school in silence*	

What did I choose to do that broke the rule?

.....

.....

.....

Understand cause and effect:

Who did my actions affect?

Myself	Peers	Teachers/staff	Other

.....

.....

Proactively make a change:

What choices should I make next time this happens?

.....

.....

.....

Appendix 6: De-escalation strategies

COMMUNICATION - NON VERBAL

- PRIORITY TO IMPLEMENT CLEAR AND CONSISTENT ROUTINES
- Use of visual prompts to support verbal - these could be objects, symbols, daily timetable in words and/or pictures
- Body language - how to use it and engage to get attention - use proximity to children to indicate unwanted behaviour (eg: approach but maintain talking to the class / use direct eye contact with the child to deflect attention from their unwanted behaviour and engage them in your lesson).
- Keep children aware that they are involved through frequent 'check-ins' and eye contact - keep body neutral and body calm to model that behaviour to children.

USE OF LANGUAGE

- Unless there is an immediate danger, always approach the child to speak if there is a problem developing.
- Model calm language and quiet authority - be specific.
- Use of questioning to ascertain clarity in understanding - this would ideally be done individually after an instruction is given - eg: instruction to class then approach x and ask 'what are you going to do first?' Then it may be necessary to repeat /shorten instruction / or if understood, then extend to 'then after that what are you going to do?' (depending on the instruction.
- Be aware of comprehension and use of language - how much is the child taking in - what **Key Word Level** are they working at ? -
- Use reports - especially the SPEECH & LANGUAGE REPORTS for advice / to implement targets and understand what and why the strategies are suggested.

DE-ESCALATION

- Verbal use of language and body language are very important elements in managing a situation - PRIORITY SHOULD ALWAYS BE GIVEN TO DE-ESCALATION. Mirror the behaviour you want to see or control the situation by being calm and clear to reduce the anxiety of the pupil.
- Included in this is DEFLECTION - use it to draw pupil's attention to something other than what is causing anxiety and dysregulation - use it to calm the child by taking their mind to something that they like or are interested in.
- Removal of the cause of the anxiety if possible.
- Having a breakout space can support regulation.
- Teacher to direct all supporting adults appropriately to divert and de-escalate (make sure that the child has support at that time - one to one - this could be class teacher or support staff if clear direction by teacher is given).