



Date reviewed	July 2024
Governors approved	September 2024
Date of next review	July 2025

Purpose and Intent

At Hillbourne Primary School we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher based on mutual respect.

The aims of this behaviour policy are to support the following outcomes:

- To create a safe and calm environment where all children feel secure and happy.
- To encourage all children to be self-disciplined and to have high expectations of themselves
- For pupils to take responsibility for their actions and maintain high levels of self-control
- To nurture high, personal self-esteem and to take pride in their school, achievements and environment.
- To ensure behaviour demonstrates respect for all and recognises the value and contribution of others.
- To promote fairness and to show care and concern towards others.
- To develop skills and positive attitudes beyond the primary years in preparation for the next stage in education

Our School values:

Be Ready, Be Respectful and Be Safe are the three values that underpin the behaviour we expect to see in school from all staff and children. We expect to hear the language of Ready, Respectful, Safe being used by children and staff.

· We are *READY* to learn – we arrive at school on time, we have our equipment ready and we show that we are listening

· We are *RESPECTFUL* – we listen when others speak and we respect the property of our friends and the school.

· We are *SAFE* – we move around school in a safe manner, we follow instructions to keep ourselves safe on school trips, we use equipment safely and we stay safe online.

Expectations and Responsibilities

	Consistent minimum expectations		
	Leaders	Staff	Pupils
At the start of the day	Pupils should be welcomed into school. This includes the SLT being visible at the gate.	Pupils should be welcomed into the classroom.	Pupils will welcome each other appropriately and respectfully.
On arrival	SLT will ensure that staff are fully briefed for the day so that they can be organised and prepared.	Adults will be organised for the day's teaching and learning in advance of pupils arriving.	Pupils walk calmly straight into the classroom. They put belongings away and start their early morning activity.
End of playtimes / end of lunch time	SLT will be a visible presence across the school at transition times. They will celebrate staff, leaders and learners whose effort goes above and beyond expectations. Leaders will support staff in managing learners with more complex or entrenched negative behaviours.	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.	Pupils will line up quietly and walk into class without talking. All pupils will return to their class at the end of playtime.
Transition	Leaders will support staff in managing learners with more complex or entrenched negative behaviours.	Teachers will reiterate expectations to pupils at each transition.	Pupils are expected to walk calmly in the corridors without talking.
Playtimes/Lunchtimes	Leaders will regularly review provision for learners who fall beyond the range of written policies	All staff, including MDS are proactive in responding to incidents, following this policy. Adults speak respectfully to children.	Pupils eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Pupils ensure they have cleared their space when they have finished eating. Pupils will act in a way that keeps themselves and others safe at all times. Pupils speak respectfully to staff. All pupils will return to their class at the end of lunch.

Toilets		Adults will make sure they monitor use of toilets to ensure pupils do not go in groups.	Pupils will ask before going to the toilet and will only go with permission. They will behave safely and sensibly in the toilets.
Lesson time		Pupils will work quietly enough that others are not disturbed. They will actively listen to instructions and follow them appropriately. They will follow all requests to keep themselves and others safe, including staying with their class.	Adults will make their expectations clear, both with the learning outcomes they expect and the learning behaviours they expect to see. They will make reasonable adjustments for pupils as appropriate.

As a school we adopt a Trauma Informed approach when supporting pupil behaviour. Therefore, this policy must be read in conjunction with the Relationship Policy. At Hillbourne we use a graduated response to ensure the right support is used to support those children who are unable to meet the behaviour expectations. See appendix 1.

Leadership & Management

Roles and responsibilities

All stakeholders play a part in creating a culture and ethos to meet the aims set out above. Only working together will achieve a calm and purposeful learning environment.

Governors

- The governing body must ensure that this policy is designed to promote good behaviour and used consistently.
- To hold senior leaders to account to ensure that there is a clear impact from the policy.
- Analyse and question exclusions data, including numbers and repeat exclusions.
- Consider consistent use of behaviour policy, register and coding, interventions to support those at risk of suspension/Permanent Exclusion, repeat suspensions, variation in data and rolling averages, timing of Permanent exclusion (and possibility of off-rolling), understanding characteristics of excluded pupils and use and effectiveness of Alternative provision.

Headteacher and Leadership

- Support all staff and pupils to reach the aims of this policy.
- Create a safe and nurturing culture across the school.
- Organise or deliver CPD to support the use of positive behaviour strategies.

- Be visible and the available person for staff, pupils and parents.
- Report behaviour data to governors.
- Forge links with relevant external partners.
- Support the SENCO with referrals to outside agencies.

Teachers and school staff:

- Create a safe and nurturing environment built on mutual respect.
- Report concerns to parents and SLT in a timely fashion and include the SENCO or pastoral team when needed.
- Organise and hold both formal and informal meetings with parents about behaviour.
- Be the emotionally available adult to support pupils in their class.
- Adhere to the behaviour policy when giving praise and issuing consequences.
- Log relevant behaviours on Bromcom and give rewards/consequences according to this policy.

Parents:

- Inform the school of any circumstance that may affect behaviour of their child.
- Speak to the teacher or a member of SLT if they are concerned about the behaviour of another pupil.
- To approach the school, rather than another parent, when concerned about the behaviour of their child.
- Show an interest in all that their child does in school and continue to educate their child at home on social expectations.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make their child aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Pupils:

- With the teacher create class a charter/rules underpinned by the school's vision and values.
- Adhere to the charter and accept their actions.
- Support their peers to live and breathe the vision and values.
- Raise concerns or ideas about how to improve behaviour with the school council or their teacher.
- Transition around the school in a calm and purposeful manor (assembly, getting coats etc).

Monitoring and Evaluation of behaviour

The senior leadership team monitors behaviour on a regular basis by communicating with class teachers and other staff, carrying out observations and learning walks and analysing behaviour events. Evaluations of behaviour events are also carried out termly, in order to adapt practice where necessary. This monitoring and evaluation ensures that the graduated response has been followed, that school

and home, work together to support behaviour and understand patterns of behaviour. A breakdown of logged behaviour incidents will be provided to the governors on termly basis.

Class Behaviour Charters

Classes agree a Class Behaviour Charter that all children and teaching staff sign at the start of the academic year. This will set out what it means to “Be Ready, Be Respectful, Be Safe”. Then teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a behaviour chart, celebrations and sanctions. The children should be reminded of these regularly and be able to say and explain the expectations of “Be Ready, Be Respectful, Be Safe”.
Pupil Responsibilities:

We encourage children to have “jobs”, important roles and responsibilities including: office angels; Librarians; Lunchtime Supervisors; Play Leaders; Forest School Leaders; School Council Representatives, House Captains.

Our Expectations at Hillbourne.

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition “Celebrations”
<ul style="list-style-type: none"> • Be Ready • Be Respectful • Be Safe 	<ul style="list-style-type: none"> • Daily meet and greet • Persistently catching children doing the right thing • Unity from all in identifying and reminding children who are failing to meet expectations • Accompanying children to/from the playground at the end of every day; transitions around the school • Praising in public, Reminding in private • Consistent language 	<ul style="list-style-type: none"> • Recognition boards • Verbal praise • House points – run over the period of the year rather than termly. House points link to school values and only two at a time handed out. 50/100/150 and platinum can be reached. Platinum equals 200 and above which results in an SLT reward. • Phone call/text home • Notes home • Share work with others • SLT praise • HT certificates • Certificates – assembly • Certificates linked to the three school values • Whole school marbles in jar • Class Celebrations

Praise at Hillbourne Primary School:

We recognise that one of most important aspects of our learning environment is the recognition and positive rewards received as this encourages good behaviour. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and amongst peers. All praise and reward offered is linked to the vision and values and aims to encourage intrinsic motivation.

Praise sits in three broad areas at Hillbourne Primary School: The whole school house point system, the individual house points and the whole class recognition board. These systems operate in Years 2-6 with EYFS and year 1 operating a more immediate gratification approach (see Appendix 1). Year one is expected to transition to this system with the judgement of the class teacher and in line with the needs of the cohort. All praise is focused on the vision and values (see appendix 2) and can be in the form of; a house point, verbal praise, teacher or SLT certificate or a message to parents.

Whole School House Point system	All pupils are assigned a House from the start of their Hillbourne Primary School Journey. House points are given for meeting the school learning goals from year 1-6 (see Appendix 2). At the end of each half term the winning house or the houses above 1000 house points will receive a reward which may include; a movie afternoon, non-school			
	uniform day, a bring a toy afternoon or special picnic. A weekly tally of house points is shared with pupils in assembly.			
Individual house points	Although pupil contribute to the team house reward. We recognise that individual effort needs recognition therefore pupils will receive merit certificates as below. These will be monitored by class teachers and shared in a half termly praise assembly. Teachers have autonomy in breaking down this system within their class if they wish. The pastoral team is available to support with this.			
	Bronze	Silver	Gold	Platinum
	50	100	150	
The recognition boards	The class will agree on a shared target/s linked to the vision and values. For example, a class may need to focus on following instructions. When this is observed by teacher the name will be added to the 'board'. When all names are added the 5-minute reward will be given. E,g extra trim trail time. The target, reward and length of target will be determined by the class.			

Our school recognises that encouraging and praising positive behaviour will promote a caring atmosphere and ethos for all to work in. It is important to provide praise at every possible opportunity.

Language is very much around the three school values for all year groups including EYFS. Be ready, Be respectful, Be safe. HT certificates are now given out for the three school values on a Friday (one certificate each for each value). Please record who receives them. When a pupil receives all three then they will be invited to a 'tea party' in the last week each half term. Their name will then go up on display outside SLT on the wall. Please no more than 2 from each class.

All adults can choose to use the following to support our school values of being ready, respectful and safe:

- Praise from adults and each other
- Stickers
- Either extra playtime or quiet activities in the classroom
- A message home on Marvellous Me
- Class points, e.g. marbles in a jar, working towards a class treat

Active listening and consistently trying their best can be celebrated through:

- Sharing good work in class and with other adults
- Sharing good work in Celebration Assembly -
- Certificates/note home

Strategies for supporting positive behaviour

All teaching and non-teaching staff respond to disruption of learning in a predictable, prompt and assertive manner aiming to deter, prevent or improve the behaviour.

In addition, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment, to the Senior Leadership Team the same day that it is discovered and log this on Bromcom and the Hamwic incident form.

When a pupil is not following the school values, all adults will use de-escalation strategies initially by choosing from the below dependent on the pupil:

- Communicating - Actively listening means you're validating the individual's emotions and showing genuine empathy. This could be a simple, "I can see something's wrong; I'm here. I'm listening." Consider the preferred methods of communication for this individual so they can communicate with you.
- Make sure your body language reflects active listening. For example, position yourself to the side of the individual, maybe angle your head to the side or lean slightly forwards. Simple responsive utterances show empathy and can help you stop jumping in and interrupting. To put the individual at ease, consider the tone and quality of your voice; slower, lower, and more quietly helps to calm situations.
- Mirroring - For somebody experiencing heightened stress and anxiety, instructions and demands are hard to process. It's far easier in challenging situations to be influenced by others. Therefore, modelling the behaviour you want to see is a great tool for de-escalation.
- Choice - To de-escalate the situation, you can offer only two simple choices, making sure you're happy with either one being chosen.
- Humour - De-escalation strategies work best if you know the child, young person, or adult you're supporting. What works for one individual might cause increased anxiety for

another. We need to read the signs and understand the most appropriate means to divert, support, and reassure.

Stages of behaviour management	Each lesson is a fresh start.
Reminder	Positive reinforcement - Children are reminded of the three simple rules (ready, respectful, safe) and are supported to correct behaviour through discussion and dialogue as well as use of praise and PACE. Delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
Caution	A reminder of expectations delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Please ensure that you think carefully about your next step.'

<p>Time Out in class (yellow card)</p>	<p>'Reflection time' in class up to 5 minutes. Each classroom to have reflection space set up. This may be linked to the Zones of Regulation.</p> <p>A child may be told:</p> <p><i>'You seem to be in the yellow zone, this is not the best zone for learning. Therefore, you will need to take 5 minutes to get ready for learning.'</i></p> <p>Or</p> <p><i>'You have not met the expectations of the school values as you are talking to other pupils. Therefore, you have been given this yellow card to help you get back to the correct learning zone by taking time to reflect on what needs to change.'</i></p> <p>The pupil is informed they will miss part of their playtime/lunchtime (see below). The pupil is given the opportunity to engage with the learning again and follow instructions. Consequence = 5 minutes missed from next playtime/lunchtime Parents informed. If a pupil refuses to follow their time out consequence, they will be expected to take it with a member of SLT at lunchtime.</p> <p>Non-negotiable behaviours at Hillbourne Primary are:</p> <ul style="list-style-type: none"> • Sexist / racist / homophobic comment • Swearing • Physical aggression towards a peer • Verbal aggression towards a peer • Rudeness towards an adult • Deliberate damage to school property • Being away from the rest of the class unattended <p>If a pupil displays a non-negotiable behaviour they will automatically spend lunchtime with the SLT. Depending on the severity of the behaviours shown, the consequence may instead be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or the Deputy in their absence. This will also apply if a pupil refuses to follow their lunchtime consequence. The following non-negotiable behaviour will result in a suspension or permanent exclusion:</p> <ul style="list-style-type: none"> • Physical aggression towards an adult
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	<ul style="list-style-type: none"> Repeated patterns of aggressive behaviour towards an adult / child Deliberate and destructive behaviour <p><i>Note: If external suspensions are not deemed appropriate or are not leading to a significant change in a pupil's behaviour, it may be agreed with parents that an afterschool detention is more appropriate. The timings of this will be appropriate to the age of a pupil and in agreement with parents.</i></p> <p><i>Note: If a pupil leaves out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. If a pupil leaves the school site the police will be contacted for the safety and wellbeing of the pupil.</i></p>
Repair	<p>This might be a quick chat at breaktime or a more formal meeting. If a child has missed learning and needs to 'pay back' the learning then this can be orchestrated by the adult.</p> <p>Be Ready Be Respectful Be Safe</p>
Red Card - a removal from class	<p>Child sent to SLT- Incident to be recorded on Bromcom by class teacher or adults involved and parents notified. A red card can be issued without the escalation (see below).</p>

Removal from class

Removal (red card) is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (for time longer than ten minutes a member of SLT must be informed as this is categorised an internal exclusion). If this is the case, then staff should send a pupil down with a lanyard which signifies that the adult requires support in the classroom. The pupil will state that the pupil is not ready for learning rather than retelling the situation. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. As a school, we collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents are informed on the same day if their child has been removed from the classroom. Where this is over a ten-minute period then a letter will be sent to the parents as an internal exclusion.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response or kept in at break time for support with learning.

Removal should be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption

- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Any incidents of inappropriate online behaviour in school will be managed as above, in line with any incident of unsafe behaviour. It will be made clear to the pupil that this is in breach of the school rules.

Where incidents of inappropriate online behaviour have happened outside of school, parents will be informed.

We expect that when our pupils are working off-site, they maintain the same standards of behaviour. Positive behaviour will be rewarded as it is in school. Where pupils are not following the school rules, this will be managed as above in a way that is practical to the offsite setting. Consideration also needs to be taken of any risk assessments, which may mean that additional site-specific rules must also be followed.

Restorative Conversations

If pupils reach the yellow or red card, a restorative conversation is carried out. This may happen during the lunchtime with SLT/Pastoral worker or in the case of a suspension it may also be held during a reintegration meeting with parent/carer. It is important that this conversation is held with the adult involved or supported by an adult if it is between pupils, so that there is a strong connection made. Some incidents need to be resolved with a restorative approach. When appropriate, this is often the process to meet everyone's needs.

This process takes the form of 5 questions:

1. What happened?
Listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective.
2. What were you thinking at the time?
This reflection helps the pupil to reconsider their actions and replay their thought processes.
3. How did this make people feel?
The pupil might have been unaware of how other people reacted to their behaviour.
4. What should we do to put things right?
It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up.
5. How can we do things differently in the future?
Help the pupil recognise when their behaviour pattern begins.

With younger pupils or pupils that struggle with this we focus on:

- Who else has been affected?

- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation as it does not necessarily reflect an understanding of the behaviour and isn't always helpful. Although actions have outcomes (consequences), pupils are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

Playground/lunch time expectations:

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, MDS staff will consistently 'catch pupils being good' and share this with them. In the playground we have the same high expectations of behaviour that we do in the classroom. Pupils will be supervised by members of the school's lunch time team. They will support children through the same PACE strategies used in the classroom. MDS staff are encouraged to hand out praise, stickers and class points in line with the whole school rewards system. Behaviour incidents should be managed at lunch time in line with the policy, with the same stepped approach.

Monitoring

Where pupils miss time from their playtime or lunchtime as a consequence, staff record this information on Bromcom. This information is collated half termly by the DHT and identifies patterns and trends each half term. The DHT oversees this data. Where pupils miss a lunchtime as a consequence with the SLT/Pastoral Lead, they will record this information. SLT regularly monitor these trackers to see patterns and trends.

MyConcern is used to track all severe behaviour incidents, including incidents of racial or prejudicial language and child-on-child abuse. All incidents are monitored by the SLT, including the Headteacher who is the Designated Safeguarding Lead. Parents are informed of any incidents of severe behaviour and a meeting may be called to explore further. Where pupils have an individual Behaviour Response Plan, their behaviour is monitored weekly. A record is kept of the number of incidents, potential triggers and how they are progressing with their targets. The DHT monitors and reviews this weekly with the child.

School trips

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our behaviour policy and would become a health and safety risk. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour. Where possible, where the risk is deemed high, we will work with the family to enable them to support the pupil as a 1:1 and to follow a thorough risk assessment.

Mobile Phones

At Hillbourne Primary School we do the maximum to safeguard everyone on the school's premises.

- Children may only bring mobile phones to school in EXCEPTIONAL circumstances. Parents/carers must have completed and returned a request form, outlining the exceptional circumstances, prior to the phone coming into school. This will be authorised only at the discretion of the Headteacher.
- All phones must be named and turned off completely before entering, and at all times, on school grounds.
- The phone must be handed in to a member of staff at the school gate immediately on arrival at school (under no circumstances must they be taken to the cloakroom or classroom areas)
- If a pupil is found with a mobile phone and does not have permission, it will be confiscated and can be collected by the parent/carer only.
- If a pupil is found taking photographs or video on the premises this will be regarded as a serious offence. This Policy supports the Health and Safety, Anti-Bullying, Safeguarding and E-Safety Policies. If you need to get an urgent message to your child please call the school office. These changes are in response to safeguarding concerns we have, relating to the use of social media and media technology.

Behaviour curriculum

Positive Behaviour should be taught and retaught to all pupils, so that they understand what behaviour is and what is prohibited. This requires positive reinforcement when expectations are met as well as support and encouragement with a clear and consistent approach by all. Hillbourne Primary School is designing a Behaviour curriculum which is based on Trauma informed approach with relationships and self-regulating being at the heart. For pupils and staff to connect each week, thirty minutes will be dedicated to developing relationships and connections; this will be done through planned activities in 'Your time' which EYFS will join from the summer term.

Through assemblies, curriculum subjects and targeted support, pupils are taught the skills explicitly linked to the school's goals. These are age and stage appropriate to ensure that the right skills are always taught at the right time through direct teaching and modelling of expected behaviours.

We believe that certainty quells anxiety and creates a safe environment where learning thrives:

- When children escalate, we need to take them back to the original behaviour before dealing with the secondary behaviour.
- Display consistently clearly on the walls of the classroom.
- Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
- Use phone class and positive messages home to reinforce the positive certainty.
- Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
- Have a clear tariff for appropriate and inappropriate behaviour.
- Ensure the response is appropriate to the behaviour.

Our Behaviour Curriculum has been designed to support pupils to both follow our School vision and values. We worked with our Pupil Voice group, and they have helped us to break down our school values and agree what they mean within our school and what skills we need to develop. We use a robust curriculum and additional targets interventions to teach the necessary skills to enable pupils to manage their behaviour. (See Appendix 2)

Pupil Support

The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages pupils to behave in appropriate and less challenging ways. Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. These strategies may include:

- Time to think
- Fiddle toys

- Individual work stations
- Supportive seating arrangements i.e. consideration of who to sit near and where
- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Teaching Assistant or ELSA intervention
- Use of a calm/sensory box
- Use of a quiet room
- Adaptation to learning tasks to allow success
- Big Empathy Draw with a trained Trauma Informed practitioner
- Sand tray Therapy with a trained Trauma Informed practitioner
- Use of Emotion Cards with a trained Trauma Informed practitioner

Expectations and Reasonable Adjustments For Pupils With SEND

The uniqueness and diversity within our staff, pupil and parent body is valued and celebrated. Everyone is a learner and we make provision for developing the emotional learning of all of our students, but most particularly for its most vulnerable and challenging pupils. The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For pupils with SEND, this includes a duty to make reasonable adjustments to policies and practices.

Our school adjusts its expectations for our pupils in accordance with their developmental capabilities and experiences. This sometimes involves removing vulnerable and dysregulated pupils in a kind and non-judgmental way from situations they are not managing well.

When a pupil is displaying behaviours that are not in line with our rules and values, we recognise that, as well as each pupil being unique, each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Deputy Head, Inclusion Lead, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers. Although we have a clear process of rewards and responses to unsafe, disruptive or disrespectful behaviour, we also recognise that our approach needs to reflect a differentiated and developmentally appropriate response to individual behaviour.

Where a pupil receives additional support through intervention, this is closely monitored by the adult delivering the intervention, the class teacher and the Inclusion Lead. Then, adaptations and alterations can be made so that the intervention best supports the needs that the pupil is communicating through their behaviour. These interventions include:

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- ELSA
- Zones of Regulation
- Lego Therapy
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The key to the success of these interventions is the relationships built between the pupil and the adult, so the child feels open and safe to explore their feelings. Pupils can be suggested for interventions by the class teacher, by outside agencies or by parents. Before a pupil undertakes an intervention, the adult delivering the intervention can talk to the Inclusion Lead to ensure that class based support has been fully explored and that the pupil's needs match the aims and outcomes of the intervention.

When needed, we may need to undertake a risk assessment where behaviours are deemed to be risky or unsafe. This is shared with all staff who need to be aware and is monitored so that it accurately reflects the behaviour of the pupil.

Some pupils may have an Education Health Care Plan (EHCP) and will have specific targets, some of which may be related to behavioural needs caused by language, learning or emotional needs. All pupils with an EHCP are closely monitored by the Inclusion Lead. Their targets are shared with and monitored by all adults working directly with them. Where they need specific intervention, this is planned and assessed against their targets. Pupils with an EHCP have an Annual Review where progress against behaviour targets is discussed, the support they receive is assessed and can be adapted accordingly. Parents can also request to meet with the class teacher and/or the Inclusion Lead at any time if they have any concerns around their child's behaviour and the support they are receiving.

In some cases, it may be necessary for the school to seek support from an outside agency, where they can provide further additional skills and resources. The school can make referrals to the Mental Health in Schools Team (MHST), the Southampton Advisory Outreach Service (SAOS) and the LA SEN Team to ascertain which service would best support the pupil's needs. The aim of this will always be to give school and/or parents the skills and understanding to then best support the child moving forward. Referrals will be made based on need and will always be made in consultation with parents and carers.

In some cases, it may be appropriate for a pupil to attend an Alternative Provision where their needs are specific and cannot be met within the school. This decision will always be made in consultation with parents and the Local Authority. In these cases, there are clear criteria for attendance at Alternative Provision and these criteria will be used to make a decision, ensuring that school have first accessed all possible support and advice. The Local Authority have approved Alternative Provisions so can make the best decision as to which provision can meet the needs of the individual pupil if this is deemed appropriate.

Training

Staff receive a range of training, including:

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- Providing initial training and regular update training for Teachers, Teaching Assistants and Midday Supervisors on Managing Behaviour lead by the Hamwic Education Trust to ensure staff understand emotional behaviour, triggers and have strategies to manage it.

Dedicated staff meeting time to discuss ongoing concerns and issues and problem solve together.

- Providing more specialist training as appropriate to support the management of challenging behaviours (eg ASD, ADHD)
- Accessing Outreach Support for teachers who are managing pupils with very challenging behaviours
- Advice and access to other agencies via the Inclusion Lead
- Team Around the Child (TAC) and Team Around The Family (TAF) multi agency meetings for a coordinated response and support
- Behaviour Response Plans shared with ALL staff

Pupil Transition and Development

When pupils join the school and at the beginning of every academic year, families and carers are asked to sign a home school agreement which outlines the behaviour expectations of the school. By signing the agreement, parents and carers are agreeing to support their child in following the school's expectations of safety and respect, and the school are agreeing to support the child and family in achieving this.

We aim to be an inclusive school and as such will use the strategies outlined in this policy to best support each individual with regulating their behaviour. However, the school will use Fixed Term Suspensions to maintain the health and safety of all our school community.

Parent Support and Concerns

If parents have concerns over their child's behaviour in school or how they are being supported, they should initially talk to the class teacher. Where needed, the class teacher may also ask the Inclusion Lead to meet with parents as well for further advice and support. If parents wish to discuss things further, they can also ask to speak to the DHT. If parents have significant concerns, they can ask to speak to the Headteacher.

If parents have concerns over how their child's behaviour is supported in school, they should follow the procedures set out in the school's Complaints Policy.

Where parents would like support with their child's behaviour at home and how this is impacting in school, they should initially talk to the class teacher. They may then ask the Family Support Worker or Inclusion Lead to meet with the parents to signpost parents to support.

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Internal Suspension

This is within the school and means removing a pupil from their class to another 'learning space' away from peers. The pupil is supervised by a teaching assistant and is in close proximity to a member of the Senior Leadership Team. This will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents and carers will be informed appropriately about the behaviours relating to and the decision regarding any internal suspension.

Work will be provided for the pupil to complete in parity with their peers for the period they are working out of class.

External Suspension

This is considerably more severe than an internal suspension, where a pupil is asked to stay at home for an agreed period of time. Issuing a suspension will be a last resort and is at the discretion of the Headteacher. The decision whether to externally suspend a pupil will be carefully considered by the Headteacher and may be issued for, but not limited to, the reasons below:

- Sexist / racist / homophobic comments
- Repeated swearing
- Significant physical aggression towards a peer
- Repeated/significant verbal aggression towards a peer
- Repeated/significant rudeness towards an adult
- Deliberate damage to school property
- Leaving the class unattended resulting in a lack of safety
- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

A pupil can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension, the Headteacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the pupil to complete at home. The pupil is not permitted to be in public areas in school hours during this time. Following a suspension, there will be a reintegration meeting involving a member of the senior leadership team, pupil and parent/carer. The purpose of the meeting is to work in partnership with the school and families, in order to assist the pupil with improvement in their behaviour.

Specific behavioural targets will be set for the pupil and agreed with the parent/carer and captured through a review of the pupil's Behaviour Response Plan (BRP) or the need to capture individual needs via a new BRP.

Part-Time Timetables

The 2020 DfE 'School Attendance Guidance for maintained schools, academies, independent schools and local authorities' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. The use of a reduced timetable for a child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, postexclusion etc.
- As part of an in-school support package. School, parent/carer and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome

Child on Child Abuse

Child-on-child abuse can include bullying including cyberbullying, abuse in intimate personal relationships between peers, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting and initiation/hazing type violence and rituals. Keeping Children Safe in Education 2022 states that 'It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.'

Staff working alongside our pupils maintain an attitude of 'it could happen here' and will investigate any allegations of child-on-child abuse seriously, following the school's safeguarding procedures outlined in our Safeguarding Policy.

Use of Force and Powers to Search

[Searching For and Confiscation of Inappropriate Items](#)

We follow the DfE Guidance 'Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Bodies January 2018'.

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, as identified in the guidance. At Hillbourne Primary School no search must be carried out without an assessment of the risks and precautions taken to reduce them. A search should never be carried out without another person present and whenever possible should have the prior consent of the Headteacher.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. At Hillbourne Primary School, confiscated items should be kept in the care of the teacher or in the school office as appropriate. They will usually be returned at the end of the school day but may be kept for a longer (reasonable) period of time or until the item is collected by a parent or carer.

Power to Use Reasonable Force

We follow the DfE Guidance 'Use of Reasonable Force - Advice for school leaders, staff and governing bodies July 2013'

The legal provisions on school discipline provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, causing significant damage to property, and causing disorder.

At Hillbourne Primary School, reasonable force must only be used as a last resort, when other noncontact strategies have been tried and failed (eg removing the other children safely to another room). Any use of force will be 'reasonable in the circumstances', meaning no more force will be used than necessary. Any use of force must be reported immediately to the Headteacher; the parents informed and the relevant form completed with details of the incident.

Where possible only staff who are certified will carry out any therapeutic holds. A number of staff are trained by SecuriCare to manage physically challenging behaviours and use physical intervention. (See Positive Handling policy)

The Power to Discipline Beyond the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- 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.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school ☐ Poses a threat to another pupil or member of the public ☐ Could adversely affect the reputation of the school.

Evaluating the Policy

With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?

- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do pupils actively use their School Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Appendix 1

Appendix 2

Our Behaviour Curriculum

We have worked with our Pupil Voice group, and they have helped us to break down our school rules and agree what they mean within our school and what skills we need to develop. All adults teach these expectations and skills in an age appropriate way with the pupils they work with at universal level.

	Be Safe	Be Respectful	Be Ready
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Universal (through all interactions every day)	Make good choices and understand that for every choice I make there is a consequence Play appropriately– respect each other’s space (without fighting/being physical or copying video games or films)	Treat others fairly and have the courage to stand up for what we feel is right Understand and appreciate each other’s differences so that comments to do not cause offence or discriminate Respect the school environment in which they learn and the equipment they use – using property carefully and appropriately	Listen to what others have to say Follow instructions Cooperate well with others	Come to school on time Wear the correct uniform Bring items I need; water bottle, Reading book and Reading diary, coat (in cold/ wet weather), PE kit etc. Be engaged in my own learning Take an active part in class learning Don’t be afraid to make mistakes Never give up, even when things are difficult
Assembly themes to support School Rules	Autumn 1 Safety and fireworks Autumn 2 Road safety Spring 1 Water safety Internet safety Summer 1 Sun safety Summer 2 Safe relationships	Autumn 1 Respecting each other Difference and Diversity Autumn 2 Rights and Responsibilities Spring 1 Race and Equality Summer 2 Looking after our environment	Spring 2 Being a good friend Summer 1 Relationships	Summer 2 Coping with change
Targeted (through specific curriculum teaching)	Autumn 1 PSHE Being Safe - feeling safe, protecting ourselves (Inc Consent), internet safety and harms, drugs, alcohol and tobacco Spring 2 PSHE Living safely and well - fire safety, road Safety. water safety Summer 1 PSHE Keeping healthy – sun safety, sleep hygiene,	Summer 2 PSHE Respectful relationships – responsibilities, respectfulness, bullying, healthy friendships (online relationships KS2) Spring 2 RE (KS2) Identity – What does identity mean? Summer 2 RE (KS1) Belonging – What does belonging mean?	Spring 1 PSHE Caring friendships – making friends, communication	

	<p>dental hygiene, personal hygiene, gang culture (Yr 4-6)</p> <p>Every Term Computing</p> <p>Online safety</p>			
<p>Targeted Intensive (for groups and individuals)</p>	<p>Zones of Regulation</p> <p>Recognise their own triggers</p> <p>Develop problem-solving skills</p> <p>Become more attuned to how their actions affect other people</p> <p>Use strategies to have more appropriately sized reactions to problems</p>	<p>TalkAbout – Friendship skills</p> <p>Form new friendships appropriately and confidently</p> <p>Share appropriately</p> <p>Handle different types of peer pressure</p> <p>Use a variety of strategies to resolve conflict</p> <p>Disagree or negotiate with others</p> <p>Appropriately tell others how they feel and what they think</p> <p>Understand their behaviour has an effect on the feelings of others</p>	<p>TalkAbout – Developing Social skills</p> <p>Use effective and appropriate eye contact</p> <p>Use good turn taking skills and effectively respond to cues</p> <p>Respond to questions effectively</p> <p>Seek clarification and further information</p> <p>End conversations effectively and appropriately</p> <p>Use non-verbal cues to reflect listening</p> <p>Lego Therapy</p> <p>Build sustained joint attention</p> <p>Develop active listening skills of seeking clarification through questions</p>	<p>TalkAbout – Building Self-esteem</p> <p>Know what I am like</p> <p>Know what my strengths are</p> <p>Know what I have made improvements in</p> <p>Understand what things make me feel good</p> <p>Understand how success makes me feel</p> <p>Know what success for me looks like</p>