

# HARVILLS HAWTHORN PRIMARY SCHOOL



## Positive Behaviour, Culture and Relationships Handbook

Updated September 2024

Miss Soper

## Contents

Vision, Mission and Values.....	page 3
Our Core Beliefs and Key Aims.....	page 3
The Quality of our Relationships	
Relationships with Learners .....	page 5
Relationships with Other Professionals.....	page 5
Relationships with Parents and Carers.....	page 6
The Quality of our Curriculum.....	page 6
Values Education.....	page 7
Our Expectations for Rules, Rewards, Consequences, Reintegration and Reparations..	page 9
Graduated Response.....	page 16
Behaviour Toolkit and rewards.....	page 18
Restrictive Physical Intervention.....	page 21
Discriminatory Language /Incidents.....	page 21
Anti-bullying.....	page 22
Zero-Tolerance Approach to Child On Child Abuse, Sexual Harassment and Sexual Violence.....	page 22
Off-site Behaviour .....	page 23
Malicious Allegations.....	page 23
Pupil Transition .....	page 23
Safeguarding .....	page 24
Links with other policies and documents.....	page 24

## Our Vision

"To be the very best we can be."

## Mission

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

## Values

Our five key values are:

Respect:	Respect yourself, everything and everyone.
Love:	We show love by caring for everyone and keeping them safe.
Inclusiveness:	We include everybody in everything, no matter what.
Responsibility:	We own our choices and understand that everybody is responsible for their actions.
Quality:	We strive to do the very best that we can and accept nothing less.

## Our Core Beliefs

At Harvills Hawthorn Primary School, we strive to take a holistic, whole school, inclusive approach to help our pupils to be the very best that they can be. This handbook aims to provide a framework for our collective beliefs and expectations which contribute to building positive behaviours and culture throughout our school. We feel these are fundamental to our commitment to continuously improve the quality of our provision and to provide an outstanding offer for our children, their families and our local community.

It is vital that our children experience, understand and value positive relationships between themselves, staff, parents and other members of the wider community. We believe that all children want to learn and are at their happiest when their needs are understood and being met. To support this, we always consider children's communication styles, social interaction skills, sensory and emotional skills as well as noting the importance of the role that adults play to develop these skills too.

This handbook and copies of the policies referred to within can be obtained from the main reception.

## School Aims

Our aims are the same for all pupils. In a caring, disciplined, safe and happy environment, pupils are provided with many opportunities to develop spiritually, socially, physically and intellectually. This will enable and prepare pupils to take their place as responsible citizens in the culturally diverse society in which we live.

Specifically, we are aiming to:

- value all members of our school community as individuals and provide equal opportunities for all.
- create an environment which promotes high expectation, mutual respect, self confidence, self discipline, good manners and positive models of behaviour whilst focusing upon success for all within a culture that encourages self belief.
- encourage greater understanding of the world in which we live and to develop respectful attitudes towards this world.
- develop independent learners who have clear goals and play an active role in their own development
- enable all members of our school community to achieve their full potential.
- encourage positive mental health and well-being.
- raise standards.
- nurture active collaborative learners.
- promote lifelong learning.
- promote the basic skills of English and mathematics.

We believe that:

- our learners want to embody our vision to be the best they can be.
- our learners want to behave well.
- behaviour is a means of communication- we must ensure that all learners are supported to communicate their needs safely and appropriately.
- with the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- mistakes are part of the learning process and we recognise that our learners are at different stages of this developmental process. We don't make a judgement about it- instead we support our learners to get it right.

School staff can support our learners by:

- being mindful and reflecting on the quality of our relationships with each other.
- reflecting and being committed to continually improve the quality of our provision.
- building and maintaining positive links with parents, carers and other professionals so we are well informed.
- observing, gathering and analysing data on behaviour to ensure our interventions are personalised and planned according to the needs of the children
- working in close partnership with other professionals such as Inclusion Support, Speech and Language Service, Occupational Therapy, CAMHS, drama therapy and alternative provisions such as The Albright Education Centre or The Primrose Centre.
- reflecting on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.
- actively teach the children positive learning behaviours.

## The Quality of our Relationships

### Relationships with pupils

Our relationships with the learners are crucial.

To foster enabling relationships we:

- actively build trust and a rapport with the children.
- have high expectations for all: when we demonstrate our belief in them, it supports them to succeed.
- follow a restorative approach to manage relationships and behaviour
- apologise if we make a mistake- we are modelling this for the learners.
- name and manage our own emotional reactions to learners behaviours i.e. demonstrate emotionally intelligent behaviour at all times and seek support if necessary.
- are always respectful of the children. We never discuss them over their heads or in front of other learners.

In school we have a number of additional support mechanisms that children, families and staff use on a daily basis. We have:

- nurture provision for both Key Stage 1 and Key Stage 2 children. These are led by qualified staff and held daily. This is known as Treetops.
- number of staff who offer therapeutic mentoring strategies. Children who are identified as in need of this support are seen weekly.
- Family Worker. Michelle Hellend is our family worker and works tirelessly to support our children and their families. Excellent relationships have been built up over time and this is evident in the amazing support that Michelle offers.
- lunchtime clubs for children who need additional support with building and maintaining relationships during 'unstructured time'. This is for a small number of identified children.
- teachers, support staff, lunchtime staff and administration staff are Trusted Adult trained and some staff have completed emotional coaching training. We use the language of 'trusted adults' for significant adults and our children are supported to recognise who their own trusted adults are within school.

### Relationships with other adults and professionals

It is important that we are working collaboratively with other therapists and professionals to ensure their input into our planning and strategies. We have close working relationships with Inclusion Support, Speech and Language Service, Occupational Therapy, CAMHS, The Arts of Change Counselling and Therapy Service and alternative provisions.

In addition to these, we also have an in-school:

- Drama therapist one day a week to work with individual children. School staff identify the children and, following a consultation with the parents, a referral is made for a 6 week programme of support. The drama therapist also offers additional 'drop in sessions' at lunchtime for those children who may need it.

- Family Therapy is offered through The Arts of Change. Families who we recognise as needing additional support are offered family therapy, where appropriate. This is a 6 week programme and is for the entire household to benefit from. This is held off the school site to allow families privacy.
- Individual staff therapy once a month with a drama therapist. This offer is available to all staff.

### Relationships with Parents and Carers

The quality of our relationships with parents and carers is key. We feel it is such an important relationship to get right and this can have a huge impact on the level of success our children achieve. We have an open door policy where anyone is more than welcome to ask to speak to a member of the staff team, including the head and deputy. If the staff member cannot see a parent straight away, a mutually convenient time will be arranged or another staff member will offer to help. In addition, our family worker, Michelle Hellend is always available (either through face to face or via email or telephone) and will respond in a timely manner during her working hours.

Families are informed of behaviour incidents, where necessary, to foster good relationships between the school and pupils' home life. We work closely together to ensure the best outcomes possible for the children.

More information can be found in our Parent Code of Conduct Policy.

### The Quality of our Curriculum

Our curriculum is enhanced by our core values which are 'lived' daily through our relationships and school ethos. The children are encouraged to believe in themselves through our school motto 'I Believe I Can Fly'. We have the same ambitions for all learners: to be the very best they can be. Individual needs are carefully considered and, where appropriate, individual programmes of study are developed which are based around these specific needs. These may be more able, gifted and talented or a special educational need or disability. All learners study a full curriculum, which is broad, balanced and ambitious, and which aims to provide our children with a wide range of experiences.

Through careful planning and appropriate challenge, we provide opportunities for all children to access the curriculum and give **all pupils** the opportunity to achieve. A mixture of verbal and written feedback in lessons will be purposeful and appropriate: it celebrates success and achievement and then moves learning on.

Our stimulating school environment also supports and enables learners to succeed whilst fostering a safe, welcoming atmosphere in which to take risks.

See our Teaching and Learning Policy for further information.

### Values Education

For many of us, values are put in place in the family home from the moment we are born.

Values are:

- Main principles that guide you in your thoughts and actions.
- Ethical DNA - as a set of instructions hard-wired into your brain that will determine your behaviours without you even realising much of the time.
- Sense of right and wrong, how and how not to behave.

For those children who may not experience them within the home, it is vital that they learn values from the adult role models within our school. Values are at the heart of who we are, driving what we do and how we do it!

Our Values Education runs on a two-year cycle and incorporates a number of key skills. Our main five values are taken from this larger set. Here is a full set of the Values we cover.

	List of Values	
	Cycle 1	Cycle 2
September	Respect	Friendship
October	Honesty	Optimism
November	Love	Motivation
December	Dedication	Kindness
January	Responsibility	Appreciation
February	Co-operation	Determination
March	Independence	Happiness
April	Patience	Trust
May	Courage	Confidence
June	Equality	Forgiveness
July	Tolerance	Imagination

We are currently moving through cycle 2 for 2024-25.

As each value is explored, children will develop a 'language of values' that will help them in their personal relationships both in and out of school. All Values Education should provide children with an opportunity for reflection and include appropriate activities that promote the month's value.

Additionally, all staff are expected to use the language of Values when discussing behaviour and choices. This is part of helping our learners take responsibility for their behaviour. We actively encourage them to choose the right thing to do and explain the consequences of their choices, both positive and negative.

This communication:

- helps learners to take responsibility.
- increases their sense of responsibility.
- regards mistakes as part of the learning.
- removes the struggle for power.
- is positive.
- helps them to manage their own behaviour.
- increases their independence.

We have a "No Shout" policy here at Harvills and everyone is expected to abide by it. While in school, we want our children to hear calm and supportive voices rather than loud and, potentially, upsetting voices.

Our Values are kept at the forefront of everyone's minds through an on-going commitment to maintaining their high profile. A whole school Values Assembly is held by Miss Sheen on the first Monday of every month where a Value is revisited and focused upon. Throughout the month, children are also encouraged to nominate someone in the school community who has gone above and beyond in displaying the Value. The winning nominee is rewarded with a Values certificate and a Harvills' Values Bear. Values Education is also strongly linked to the PSHE curriculum within our school. Extended curriculum opportunities are provided to share our Values with our parents such as Inspire sessions.

The curriculum and learning environment promotes our Values and every classroom has a Values display board that is updated each month. The display must include information on British Values as well as our school's values. The links between our school Values and the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance are also made clear and explicitly shared.

### Our Expectations for Rules, Rewards, Consequences and Reparations

We believe the following are important:

- Create a safe, respectful and inclusive environment for pupils, staff and parents •  
Model appropriate behaviour for our pupils at all times
- Work in partnership with parents to support their child's learning and behaviour

To help us do this, we set clear expectations and guidelines on appropriate behaviour for all members of our community. This includes staff, pupils, parents and visitors.

Our expectations are high and based around our five key values: respect, equality, love, responsibility and inclusivity. Children should be secure in the knowledge that they are appreciated and valued. Clear boundaries should be set and adhered to. Lessons should be broad and balanced, well-paced and the work set should be appropriate, interesting and progressive; children should be actively involved.

Support, in its many forms, should be available for those children who need it and resources should be accessible. When grouping children, not only should their ability be taken into account, but also their willingness to co-operate with others. Desired behaviours should be modelled, praised and rewarded.



All children should be given the opportunity to develop the following:

Knowledge

Skills for learning

Thinking skills

Self-awareness and confidence

Social skills

Self-control and management of behaviour

Appropriate values and attitudes.

Assemblies, PSHE lessons, Circle Time, and Inspire workshops for parents and other such additionality can be used to teach, encourage and reinforce these.

Through the help, advice and leadership of *all* staff, pupils are expected to be aware of the following in order to encourage good behaviour within school and beyond.

### Consideration and Respect

These are essential throughout the school day and are the basis for life in the community. Pupils must be taught, through example, to respect themselves, everyone and all items and resources within the school. They must learn to take pride in their surroundings, including the playground areas.

### Responsible Behaviour

Individuals are responsible for their own behaviour. They should be aware that any actions they take will affect others and staff should support children to learn from their experiences.

### Self-Discipline

Each child is responsible for his/her actions and the control of their emotions.

### Honesty

Everyone must be encouraged to own up to any wrong which they may have done and, although there will be consequences, they should be commended when they do so.

### Good Manners

These are essential for both school and home life.

### Inappropriate Language

Need to understand the impact that inappropriate language has on moral values.

### Attendance and Punctuality

This is an important part of self-discipline, which leads to becoming a responsible person. See Attendance Policy.

### Rules

Everyone has a right to be treated with respect, to be safe, to learn, to make mistakes and to be listened to. Rules should be positively stated and understood by all. At Harvills Hawthorn Primary, we all follow 3 rules:

1. Ready
2. Respectful
3. Safe



All staff and children have a common understanding of what it means to be ready, respectful and safe. The following table outlines what being Ready, Respectful and Safe looks like at Harvills. The list is not exhaustive.

Ready	Respectful	Safe
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<p>Listening, looking and wanting to learn          Having resources ready and correct kit          Focussed on tasks          Attend school every day          Arrive at school on time Follow instructions the first time          In the right place at the right time.</p>	<p>Valuing and caring about yourself          Talking kindly to others          Using manners and saying please and thank you          Using equipment in the right way and putting it back in the right place          Treating everyone well          Accepting responsibility when necessary          Listening when someone else is talking          Caring for the environment you are in          Including everyone and being fair          Valuing differences and similarities including beliefs and cultures</p>	<p>Being in the right place, at the right time and doing the right thing          Moving around school in a calm manner          Using furniture and equipment in the right way for its intended purpose          Wearing the correct kit for the activity          Eating in the right place applying my knowledge to my online activity          Being aware of my surroundings to ensure my actions don't harm others</p>
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We have a whole school agreed graduated approach to managing relationships and behaviour. We have a shared understanding of what is acceptable behaviour and how we manage this.

Some examples of unacceptable behaviour:

- Constant interruptions
- Refusal to work
- Refusal to follow instructions
- Inappropriate noises
- Work avoidance tactics
- Distracting others
- Lying
- Minor name calling.

The Bottom Line - For incidents of a serious nature, children will be accelerated straight to Restorative Time. These behaviours will be known as 'The Bottom Line'.

Examples include, but are limited to:

- Threatening or violent behaviour towards pupils or staff (carried out with malice). This includes swearing.
- Continual defiance
- Racist, homophobic, transphobic or sexist behaviour or language.
- Stealing

### Five Pillars of Pivotal Practice underpinning behaviour management:

Our approach to behaviour management is guided by five pillars, which serve as the foundation for our behavioural expectations and interventions.



1. **Consistent, Calm Adult Behaviour:** All staff members are expected to model consistent, calm, and respectful behaviour at all times, serving as positive role models for our children.
2. **First Attention for Best Conduct:** Positive behaviour will be promptly acknowledged and rewarded to reinforce desired conduct among pupils.
3. **Relentless Routines:** The implementation and maintenance of consistent routines are essential for providing structure and stability within our school environment, ensuring clear expectations for pupil behaviour.
4. **Scripting Difficult Interventions:** Staff members will utilise predefined scripts and strategies when addressing challenging behaviours, ensuring that responses are fair, consistent and effective.
5. **Restorative Follow-Up:** In instances of behavioural misconduct, a restorative approach will be adopted to facilitate understanding, accountability, and reconciliation, focusing on repairing harm and restoring relationships.

### Pillar 1: Consistent, calm adult behaviour

- Be calm at all times, no matter what the situation.
- Reward children for going 'over and above' expectations not simply meeting them.
- Let children lead learning, share responsibility and delegate jobs. Mark these moments with sincere, private verbal praise.
- Share positive moments with parents and carers - through conversations, weekly postcards sent home and merit certificates.
- Show children their ideas and experiences have real value - 'Catch the good'.

- Differentiate ways to celebrate achievement - not everyone wants to feel famous, but everyone wants to feel important.
- All classes must have a values display referencing the current value and a recognition board to celebrate those children that go 'over and above'.
- You can never, ever give enough positive praise - it makes us all feel very happy.
- Dancing, cheering, singing and humour are the most effective ways to celebrate something good.
- Have fun with your children - make them feel loved and cared for by you.
- Ready, respectful, safe - should be a mantra, this language should be used whenever relevant on a daily basis.

## **Pillar 2: First attention for best conduct**

### *Catching the Good: Fostering a Culture of Celebration*

At Harvills Hawthorn Primary School, we believe in the power of positive reinforcement to shape behaviour and nurture a supportive community. We strive to cultivate an environment where every corridor, classroom, and playground resonates with the sound of adults praising, catching the good, and celebrating the behaviours we expect to see.

### **Why We Catch the Good:**

1. **Building Relationships:** Celebrating positive behaviour is not just about reinforcing good conduct; it's about building strong, positive relationships within our school community. When children feel valued and appreciated for their efforts, they are more likely to develop trusting relationships with their adults and peers.
2. **Creating a Positive Culture:** By focusing on the positive aspects of behaviour, we create a culture where kindness, respect, and responsibility are not just expectations but celebrated virtues. This positive culture enhances the overall learning experience and contributes to a sense of belonging and pride among pupils and staff.
3. **Motivating Children:** Recognition and praise for positive behaviour serve as powerful motivators for children. When they receive acknowledgment for their efforts and achievements, they are inspired to continue demonstrating those behaviours, leading to a cycle of continuous improvement and growth.
4. **Shaping Behaviour:** Positive reinforcement is an effective tool for shaping behaviour and promoting desired outcomes. By consistently catching the good and highlighting examples of positive behaviour, we encourage children to emulate those behaviours, ultimately fostering a more harmonious and productive learning environment.

### **Implementation:**

- **Consistent Recognition:** Staff are encouraged to actively seek out opportunities to catch the good and praise pupils for demonstrating positive behaviour.
- **Celebrate:** Positive behaviour will be acknowledged and celebrated through various channels, including verbal praise, certificates, awards assemblies, and displays of children's learning.
- **Inclusive Participation:** Every member of the school community, including staff, pupils, and parents/Carers, is encouraged to participate in catching the good and celebrating positive behaviour.

At Harvills Hawthorn Primary School, catching the good is not just a practice; it's a way of life. By prioritising the celebration of positive behaviour, we create an environment where kindness, respect, and responsibility flourish, laying the foundation for academic success and personal growth.

### Pillar 3: Relentless Routines

Relentless routines play a pivotal role in shaping behaviour within schools. By establishing consistent and predictable daily structures, children know what to expect, fostering a sense of security and stability. Routines provide clear expectations for behaviour, reducing ambiguity and confusion. They help children develop self-discipline, promoting independence and responsibility. Moreover, relentless routines create an environment where children feel safe to learn and explore, minimising disruptions and distractions. Ultimately, these routines contribute to a positive school culture by instilling values of consistency, accountability, and respect, which are essential for promoting positive behaviour among children.

#### **Implementation:**

- **Meet and Greet at the Door:** Every day, greet each child at the door with a smile and a warm welcome. This sets a positive tone for the day and helps build relationships.
- **Clear Language:** Use simple and clear language to communicate expectations for behaviour. We expect all children to be ready, respectful, and safe at all times. When discussing behaviour, always refer back to these rules.
- **Visual Timetable:** All classrooms should have a visual timetable so all children understand what is going to happen next each day.
- **Adult Responsibility:** Adults are responsible for managing behaviour and intervening when necessary. If an incident occurs in your classroom or under your supervision, it's your responsibility to address it. Seek support if needed, but don't pass off responsibility to others.
- **Positive Reinforcement:** Establish routine procedures for encouraging and celebrating positive behaviour. Utilise tools like the recognition board in the classroom and take advantage of all available rewards. Be explicit about your expectations and celebrate when children meet them.

By implementing these practices consistently, we create a supportive and positive learning environment where all children can thrive.

### Pillar 4: Scripted Interventions

Scripted interventions provide clear and consistent guidelines for addressing challenging behaviours, ensuring a fair and effective response. They empower staff to handle situations confidently, maintaining a safe and respectful learning environment. Scripted approaches promote accountability, support, and ultimately contribute to positive behaviour management outcomes.

Delivering scripted interventions effectively involves several key steps:

1. **Preparation:** Familiarise yourself with the scripted responses for common challenging behaviours. Ensure you use the language of ready, respectful and safe.
2. **Timing:** Use scripted interventions promptly when the challenging behaviour occurs. Intervene as soon as possible to address the issue and prevent escalation.
3. **Calm and Consistent Delivery:** Maintain a calm and composed demeanour when delivering the scripted intervention. Be mindful of your facial and body language. Speak clearly and confidently, using the language outlined in the script.
4. **Direct Communication:** Address the behaviour directly and clearly communicate your expectations for improvement. Use assertive language to convey your message effectively. Be clear, simple and unambiguous. Don't have blurred lines.
5. **Questioning :** connect rather than correct, drill down to the problem, identify emotions, seek clarity

6. **Empathy and Understanding:** Demonstrate empathy and understanding towards the child while still holding them accountable for their behaviour. Acknowledge their feelings and perspectives before redirecting them towards more appropriate actions. Stay connected.
7. **Follow Through:** Ensure that the next steps outlined in the scripted intervention are carried out consistently. Follow through with any agreed-upon actions or support strategies.

### **Pillar 5: Restorative Follow-up**

Restorative practices at Harvills focus on repairing harm, restoring relationships, and building a sense of community.

Carrying out a restorative conversation with children involves several key steps to ensure that the process is productive and meaningful:

1. **Preparation:** Before the conversation, gather relevant information about the incident or conflict, including who was involved, what happened, and how it has impacted those involved. Prepare yourself to approach the conversation with empathy, openness, and a willingness to listen.
2. **Setting:** Choose a neutral and private setting for the conversation where the child feels comfortable and safe to express themselves. Avoid any distractions or interruptions that may hinder the communication process.
3. **Introduction:** Begin the conversation by setting a positive tone and explaining the purpose of the restorative conversation. Let the child know that the goal is to understand their perspective, address any harm caused, and work towards finding a resolution together.
4. **Active Listening:** Encourage the child to share their thoughts, feelings, and experiences related to the incident. Practise active listening by giving them your full attention, maintaining eye contact, and showing empathy and understanding towards their perspective.
5. **Clarification:** Ask clarifying questions to ensure that you fully understand the child's perspective and feelings. Avoid making assumptions or jumping to conclusions, and give the child ample opportunity to express themselves without interruption.
6. **Acknowledgment of Harm:** Acknowledge any harm that was caused by the child's actions, whether intentional or unintentional. Validate the feelings of those affected by the incident and express empathy towards the impact it has had on them.
7. **Taking Responsibility:** Encourage the child to take responsibility for their actions and acknowledge the consequences of their behaviour. Help them understand the impact of their actions on others and why it is important to make amends.
8. **Reparation:** Collaborate with the child to come up with a plan for making amends and repairing the harm caused. This may involve apologising, offering community payback, or taking actions to prevent similar incidents from happening in the future.
9. **Agreement and Follow-Up:** Reach a mutual agreement on how to move forward and prevent similar incidents from occurring in the future. Set clear expectations and follow-up on any commitments made during the conversation.
10. **Closure:** Conclude the conversation by expressing gratitude for the child's participation and reaffirming your commitment to supporting them in resolving conflicts and making positive choices in the future.

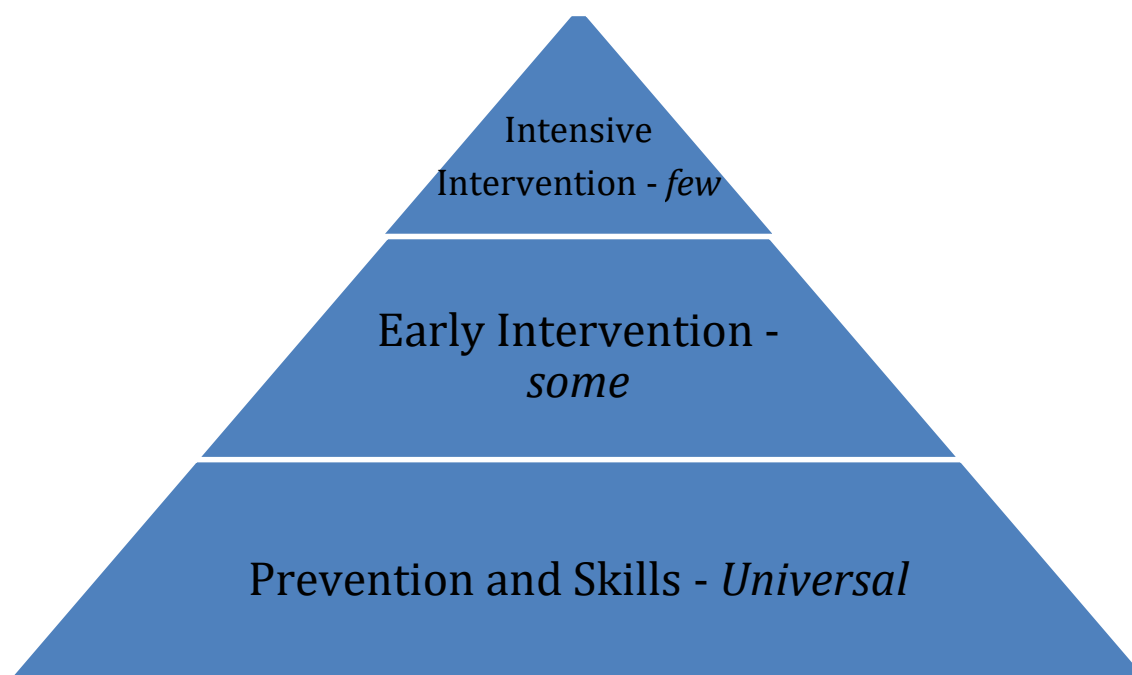
By following these steps, we can conduct restorative conversations with children in a supportive and constructive manner, promoting understanding, accountability, and healing.

## Harvills Graduated Response to Managing Behaviour

Harvills Hawthorn Primary School is committed to fostering a supportive environment where children can thrive emotionally and socially. Our comprehensive system for supporting children in developing healthy relationships and managing their emotions effectively operates on three levels:

- At the **Prevention and Skills** level, we implement universal strategies aimed at all children to build a foundation of social and emotional skills. By embedding these skills into our school environment, we cultivate a supportive atmosphere that promotes healthy interactions from the outset.
- The **Early Intervention** stage is activated when emerging issues or conflicts arise, allowing staff to recognise and address disruptive behaviours before they escalate. This proactive approach is vital for maintaining a positive learning environment and preventing small problems from becoming larger issues.
- In situations of serious harm or disruption, the **Intensive Interventions** level provides focused and personalised support to address root causes and repair harm. This level may involve collaboration with external support services or professionals to ensure a thorough and individualised approach.

By implementing this graduated approach, we aim to not only address immediate concerns but also equip our children with the skills they need for long-term success when navigating social interactions and managing their emotions. This holistic approach promotes both individual well-being and a positive school culture, reflecting our commitment to the growth and development of every child.



Prevention and Skills - Universal offer for all children

Early Intervention - Some children will, on occasion, receive this level of intervention

Intensive Intervention - Few children will require this level of intervention. Usually, the intensive intervention will be personalised to individuals. The time this level of intervention will vary depending on the child's needs and circumstances.

### Types of Interventions

Here are some examples of interventions that can be implemented at each level of the graduated approach. These interventions can be tailored and combined based on each child's unique needs and



circumstances, with ongoing assessment and adjustment to ensure effectiveness and support their overall development and well-being.

Prevention and Skills	Early Intervention	Intensive Interventions
Curriculum Ethos and values High expectations Assemblies Behaviour Toolkit: Reminder, Caution, Last Chance. Emotional coaching Trusted adults Adaptive teaching Adults modelling good behaviour Explicitly teaching good behaviour and reminding, reminding, reminding!	Behaviour Toolkit: Restorative Time Sensory toys and breaks 1:1 time Deep pressure Visuals Communication boards Redirecting Mindfulness activities Work in partnership with parents	Behaviour Tracker Lego Therapy Zones of Regulation Nurture Drama Therapy Believe to Achieve Programme Inclusion Support Personalised timetable Mental Health and Well-being support referral High levels of support Preventing Primary Exclusions Team ----- As a last resort school may consider: Suspension Alternative Provision Permanent Exclusion

NOTE: If, at any point, our graduated response does not work, or a serious incident occurs, then school leaders will consider suspension or exclusion following Local Authority procedures. See Suspension and Permanent Exclusions Policy available on the school website.

### Behaviour Toolkit

The 'Behaviour Toolkit' should be followed by all staff no matter where and when incidents occur.

Stage	Action	Possible Script
Reminder	Remind the child of the expectation and solve any problem	"Do you remember what you're supposed to be doing? Can you tell

	quickly so the child can succeed independently.	me what you should be doing now or do you need me to remind you?"
Caution	A clear verbal caution delivered privately and calmly that makes the learner aware of their behaviour and which rule they are not showing. State the behaviour that is required.	"I've noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be. Thank you for..."
Last chance	Continue speaking to the learner privately, calmly with a gentle approach, side-on at eye level or lower. All should be nonthreatening. Give them a final reminder to engage and do the right thing in class. State the behaviour you need to see and clearly outline the consequences if they continue.	"You have been spoken to already in this session, I need you to ... if you don't... you will be moved to Restorative Time. This is your final reminder. You can do this!"
Restorative Time	At the next possible break/lunchtime, or as soon as possible afterwards, a restorative conversation MUST take place with the class teacher/learning support and the child or children concerned, using restorative questions. (SLT can offer support, if required). If the child displays a 'Bottomline' behaviour during lunchtime, the child/ren will have a restorative conversation with the Senior Leader on duty. All Restorative Time conversations should be recorded on Arbor. The admin team will send a text to parents letting them know that their child has been involved in a restorative conversation with a brief outline of their behaviour.	<p>What has happened?          What did you think when it happened?          Who has been affected or harmed?          How have they been affected or harmed?          How have you been affected or harmed?          What needs to be done to make things as right as possible? What needs to be done to prevent this happening again?          How can we seal the agreement? (be realistic)          Do you all agree with this plan?</p> <p>Avoid:          Leading questions: did you do that because...?          Grilling/ interrogating. You need to tell me right now...          'Why' questions. The child may not know why; may be afraid to tell you what really happened; may not have the language; puts any child on the spot; raises anxiety</p>

### Rewards

Rewards should:

- encourage positive self-esteem.
- be a recognition of achievement (learning and behaviour, verbal and non-verbal).
- emphasise wanted behaviours.
- provide positive feedback.

Any member of staff who comes into contact with pupils can give rewards. They include house points, merit stickers, certificates, extra playtimes and other incentives.

### Recognition Board

Implementing a recognition board in all classes will promote positive behaviour and reinforce a culture of appreciation and acknowledgment within our school community. The recognition board serves as a visible platform to celebrate pupils' achievements, efforts, and acts of kindness.

### House Points

All children are allocated a house on entering our school. The houses are: Eagles, Ospreys, Falcons and Hawks. The children are awarded coloured tokens to represent the house points they earn. During the Friday Awards' Assembly, these house points are collated and displayed in the hall. The house that earns the most house points for that week will be celebrated every week in awards assembly. The overall winner for each term, and ultimately the full year, will be awarded the house cup, which is displayed in the school library.

### Merit Certificates

Each class teacher will award a merit certificate to one child each week. This will be handed out during the Friday Awards and Celebration assembly.

### Head Teacher Awards

At the end of every term, each class teacher will choose one child from their class to receive the Head Teacher's Award. This child will receive a certificate and a reward which is presented during the final Awards assembly.

### Behaviour Raffle

If a child has remained 'Green' for the whole week, they will be entered into the class raffle. The winner will be a VIP for the week, choosing their own reward from a list of options that were generated by the class.

### Over and Above

We recognise children who exceed behaviour expectations by sending home weekly postcards. This fosters positive conduct and parental involvement allowing success to be celebrated at home. Personalised messages highlight exemplary behaviours like kindness and leadership, reinforcing classroom expectations. This acknowledgment amplifies motivation, nurturing a culture of appreciation and belonging, crucial for a positive learning environment.

### Handy tips for managing behaviour in the classroom:

Set, and share, clear and appropriate expectations with the children in the class e.g. required noise level and atmosphere for the task, time targets and quality and amount of work expected.

Consider classroom management strategies:

- Scaffolding and challenge for all
- Clarity of instruction including modelling
- Pace of lesson
- Motivation/interest
- Understanding of the task
- Appropriate groupings and seating plans
- Communication (including eye contact, body language, voice)
- Use of de-escalation techniques
- Accessibility of resources
- Layout of furniture and positioning of adults at key times
- Routines
- Problems/issues with peers

Tips for discussing behaviour:

- State what you need to see happening (be explicit)
- Use de-escalation techniques to support the conversation
- Refer to school rules and depersonalise the situation
- ALWAYS use the Behaviour Toolkit steps when talking to children about their behaviour.
- Discuss choices- both the positive and negative behaviour choices
- Never shout. We have a 'No Shout Policy' that must be adhered to at all times. Remember, all staff and volunteers should be modelling 'consistent, calm adult behaviour' as outlined on page 12.
- Never ask 'behavioural questions e.g. "why are you...?"

### Restrictive Physical Intervention and the Use of Reasonable Force

We believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently.

In the vast majority of incidents, de-escalation strategies are the appropriate methods of dealing with any situation which may result in a threat to the health and safety of any individual.

For a very small minority of pupils, the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use. During intervention, there needs to be a limited amount of staff participation. Intervention is not required if the child is damaging property as long as no harm is being caused to themselves or others.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

A copy of our Positive Handling and Restrictive Physical Intervention Policy can be obtained on request from the main reception.

### Discriminatory Language /Incidents

Incidents which include elements of racism, homophobia, transphobia, sexism or those which are related to disability, gender or religion are not acceptable in our school community. They are dealt with by senior staff members in line with our policies. They are recorded on our electronic system, including any follow up action. Some users use discriminatory language without understanding the impact and this must be viewed as an opportunity to teach children how to be respectful to each other.

Depending on the nature of the incident, a PREVENT referral to MASH might be necessary.

Further guidance is available in our Equality and Diversity Policy which can be obtained on request from the school.

### Anti-Bullying

We are committed to providing a warm, caring and safe environment for all our children. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts and no-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We acknowledge that bullying does happen from time to time - indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We have a positive, caring ethos where bullying is regarded as unacceptable so that a safe and secure environment is created where everyone can work, play and express themselves, free from the fear of being bullied. Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PHSE curriculum, circle time, Values Education etc) will be used throughout the school to reduce the opportunities for bullying to occur.

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school Anti-Bullying Policy.

Please see our Anti-Bullying Policy for further information.

### Zero-tolerance Approach to Child on Child Abuse, Sexual Harassment and Sexual Violence

We will ensure that all incidents are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

### Off-site behaviour

Where a pupil has misbehaved off-site when representing the school, sanctions may be applied. This means misbehaviour when the pupil is taking part in any school-organised or school-related activity (e.g. school trips), travelling to or from school, wearing our school uniform or in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Malicious allegations

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and our Allegations Against Staff policies for more information on responding to allegations of abuse against staff or other pupils.

### Pupil transition

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss any key information that is relevant to the individual child.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff in preparation for the start of the term or year.

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policies.

### Links with other policies and documents

This Behaviour and Culture Handbook is linked to the following policies and documents:

Code of Conduct and Exclusions policy

Child Protection and Safeguarding Policy

Keeping Children Safe in Education 2024

Anti- Bullying Policy

Equality and Diversity Policy

Parental Code of Conduct Policy

Staff Code of Conduct Policy

Suspension and Exclusion Policy

Allegations against Staff Policy

If you have any questions or comments about anything in this handbook, please make an appointment with Miss J Sheen or Miss M Soper to discuss this further.