

Hatfeild Primary School

Behaviour Policy

2024-2025



Guiding Principles

At Hatfeild it is our fundamental aim is to support and challenge pupils through inclusive teaching approaches, enabling them to become engaged, motivated and respectful learners.

We are committed to ensuring that our school creates an atmosphere where all children feel valued and cared for through positive behaviour management strategies. Our practice is underpinned by child-centred approaches, where pupils' strengths are utilised, enabling them to belong, achieve and contribute to their school community. Our core principles include supporting children's self-regulation skills and emotional well-being, creating opportunities to reflect on behaviour and understanding that all behaviour is communication.

We maintain high expectations of all members of our school community to be kind, respectful and tolerant. Discrimination, of any kind, is challenged to ensure that our pupils leave us with greater awareness and understanding of religious and cultural beliefs. Hatfeild strives to promote not only awareness but acceptance of special educational needs and disabilities. It is the responsibility of everyone to uphold our school values and take care of the school environment.

Policy Aims

- Provide a consistent approach to behaviour management

- Outline pupil expectations for conduct
- Define inappropriate behaviour, including bullying and discrimination
- Define the roles and responsibilities of staff to support appropriate behaviours
- Outline our positive reward system and pupil support systems, including self regulation and supported reflection
- Outline our system for managing unexpected pupil behaviour and behaviour of concern

This policy is based on advice from the Department for Education (DfE) on: Behaviour and Discipline in Schools, The Equality Act 2010, Keeping Children Safe, use of unreasonable force in schools, Supporting Pupils with medical conditions and the SEND Code of Practice.

School Rules

Our children are taught to be:

- Ready
- Respectful
- Safe

This underpins everything we do and sets high expectations for behaviour which can be seen, felt and heard across the school. In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to authority and rules in school.

Recognition and Rewards for Effort

We recognise and reward children who consistently display 'expected behaviours'. Our staff team recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.

Positive rewards include positive messages home; this may take the form of a written message on DOJO, a positive note home, a phone call or a face to face chat.

Our celebration assembly takes place once per week, where two children from each class will be recognised in front of their peers. These children will have consistently shown 'expected behaviours' in our school rules and values during the week. The children will receive a certificate to recognise their achievement. Staff are constantly looking for 'expected behaviours' and will provide positive notices (certificates) for any children that are displaying these outside of their classrooms.

Each classroom has an ARK (Acts of Random Kindness) book, in this book children nominate one another and record the reasons for the nomination. Each week, in celebration assembly, the contents of the books are shared with the whole school.

Roles and Responsibilities

At Hatfeild we promote positive behaviour among all members of the school community. The development of respectful and trusting relationships across the school is prioritised.

Pupils

- To practise and develop their self-regulation skills to support their ability to make expected behaviour choices.
- To follow the class code of conduct to the best of their ability and to engage in regular discussions and activities linked to the class rules.
- To be respectful towards the whole school community, showing kindness and acceptance of others' differences.
- To recognise the value in themselves and others in the school and wider community.
- To be safe when at school, both in the classroom and the playground.

Staff

- Develop relationships with pupils so that they feel safe and secure at school through behaving consistently, predictably and reliability and providing structure, routines and boundaries.
- Clarify boundaries and expectations through class agreements about behaviour, ensuring these are meaningful, clearly communicated and regularly discussed.
- Create meaningful and intentional connections with children, by showing an interest in their thoughts and ideas as well as being proactive in creating opportunities for peer connection through circle times, class meetings and trips.
- Endeavour to support co-regulation through calm and consistent interactions with children where support is given to help children process their feelings.
- Respond to behaviours appropriately by following the agreed steps (see table 1).
- Prioritising repair and restoration through restorative conversations, encouraging pupil reflection through Comic Strip Conversations without causing feelings of shame to the pupil.

Parents

- Support their children in adhering to school rules and expectations.
- Inform the school of any changes in home circumstances that may affect their child’s behaviour and discuss behavioural issues with the class teacher.

Behaviour Management Steps

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our ‘Home / School Agreement’. For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.

State of Regulation	Potential Displayed Behaviours	Staff Response	Behaviour Supports
<p>Calm Safe and engaged</p>	<p>Calm and relaxed</p> <p>Able to listen and follow instructions</p> <p>Engaged in learning activities and play</p> <p>Expressive facial expressions and voice</p> <p>prosody</p> <p>Steady heart/breathing rate</p>	<p>Maximise expressive social engagement.</p> <p>Fully engage and connect using the face, voice, movement.</p> <p>Encourage listening and expressive responses.</p> <p>Engage thinking skills to reflect and make</p>	<p>Verbal praise</p> <p>House points</p> <p>Achievement certificate</p> <p>Parents/carers informed</p>

	connections. Introduce gentle challenges through play/activity.
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Mild Stress

Low level disruption	Signs of agitation, frustration, anxiety.	support e.g. help with task, intervene in social challenge	be reminded of previous good conduct to remind them that
Slightly raised heart/breathing rate.	Raised <u>hypervigilance</u> . Identify trigger and	Verbal behaviour reminder. Children will	

Distracting others	Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Express calmness and maintain regulation. Respond empathically and validate feelings. Use calming, soothing and regulatory activities e.g. movement break, sensory diet, special job	they can make good choices. If behaviour continues this may require 5 minutes 'reflection time' in a parallel teacher's classroom or phase leader's classroom. Environmental change e.g. moves closer to the board
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	<p>Informal check in/ conversation with the pupil</p> <p>Visual reminder about the class code of conduct</p> <p>If persistent, information gathering from family</p>
<p>Dysregulat ed Work refusal Shouting</p>	<p>High levels of arousal/ distress.</p> <p>Hyper vigilant.</p> <p>Difficulty listening and focusing.</p> <p>Mobilised – fidgeting, jumping, running, climbing etc.</p> <p>Raised voice with lack of prosody.</p> <p>Decreased</p> <p>Reduce social demands whilst remaining present.</p> <p>Provide individual attention.</p> <p>Let them know you are able to ‘hold’ their dysregulation by remaining regulated.</p> <p>A clear verbal warning will be delivered privately (wherever possible), making the child aware of their behaviour and clearly outlining the consequences.</p> <p>Children may need to be removed from the</p>

	expressivity. Threatening behaviour. Oppositional behaviour.	Convey your calm and regulated state by being confident and contained.	classroom away from distractions - this may be in another classroom or with a member of SLT - the child will be expected
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<p>Crisis</p> <p>Seriously hurting/ attempting to seriously hurt themselves or another person</p> <p>Serious destruction of school property</p> <p>Endangering themselves or someone else via their actions</p>	<p>The child's behaviour means that they or other people are not</p>	<p>Use quiet, calm sounds and tones which are expressive and confident.</p> <p>Reduce language, give short clear directions.</p> <p>Avoid questions and choices.</p> <p>Use a predictable routine.</p> <p>Reduce sensory input, lights, noise. Use sensory soothing.</p> <p>Evacuation of other children into a safe place e.g. playground,</p>	<p>to continue their learning. They will return to class when they show that they are ready.</p> <p>Parent/carers to be informed and enquire about any potential change in circumstances that could be impacting behaviour</p> <p>Behaviour reported on MyConcern.</p> <p>Restorative conversation and/or comic strip conversation</p> <p>Child will be sent to a member of SLT. The</p>
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	<p>safe.</p> <p>classroom</p> <p>Follow an individualised plan of action which outlines action to be taken in the event of unsafe behaviour.</p> <p>This may include advice from outside agencies.</p> <p>The plan should be shared with the child and include their views as to what helps and with all staff working with the child.</p> <p>If the plan includes</p>	<p>parent will be contacted immediately (please see our exclusion policy) the child a parent will be require to meet with a member of SLT before they can return to class the next day</p> <p>Remove other students from the space immediately</p> <p>Behaviour reported on MyConcern.</p> <p>Restorative conversation and/or</p>
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	<p>physical intervention, staff should have had the appropriate training. Adults remain calm and well-regulated, asking for support if becoming dysregulated.</p> <p>comic strip conversation when appropriate (this may be several days later to avoid further crisis). Update individual plan of action.</p>
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Serious Misbehaviour

Where the behaviour of a pupil constitutes a major breach of discipline and/or puts other members of the school community at risk.

Serious misbehaviour is defined as:

- Any form of bullying - behaviour repeated over time, intentional harming of one person/group where the behaviour is difficult to defend against ●
- The use of abusive and offensive language
- Fighting
- Racism
- Sexual harassment
- Homophobic or any form of discrimination
- Theft
- Truancy
- Vandalism

Where crisis behaviour has occurred and is either severe or reoccurring, the school will follow the guidelines from Local Authority to initiate fixed-term or permanent exclusion procedures as deemed appropriate by the Head Teacher and Governing Body.

Possession of any prohibited items such as:

Knives or weapons, alcohol or drugs, tobacco/cigarette papers/vape, fireworks, indecent images or any other article a senior staff member reasonably suspects

has been or is likely to be used to commit an offence or to cause a personal injury to, or damage to the school or any person (including the pupil) Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Staff accounts of such behaviours are recorded on the school's behaviour management software system (MyConcern). Under any of these circumstances, the school will endeavour to work closely with the pupil and their parents or carers to understand the underlying reasons for and develop strategies to change the behaviours. This could include support from outside agencies or more formal sanctions could be applied, for example:

- Attending a 'reflection meeting' with a senior leader
- Isolation from peers and class for an agreed period
- Isolation from peers during lunchtime and/or break times
- Withdrawal of special privileges including attending extracurricular clubs and activities and representing the school

Where a serious problem of discipline is either severe or reoccurring, the school will follow the guidelines from Local Authority to initiate fixed-term or permanent exclusion procedures as deemed appropriate by the Head Teacher and Governing Body.

Safeguarding

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

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil (Please see our positive handling policy, updated 27/11/23) to prevent them from causing disorder, hurting themselves or others or damaging school property. Physical restraint is to be used as a last resort. Minimal force for a minimal amount of time must be used. The safety and dignity of the pupil should be maintained and all such incidents must be reported and recorded.

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