



HPS Behaviour and Relationships Policy

September 2024

Approved by:	Governing Body
Date:	July 2024
Next review due by:	July 2025

Hughenden Primary School Relationships and Behaviour Policy

Our School Ethos

At Hughenden Primary School, our principal philosophy is that learning should be enriched so that we are developing the whole child and supporting their potential, going beyond academic achievement alone. We want to empower our pupils to discover, to be independent and to be ambitious for themselves through providing them with a solid bedrock on which to thrive. Lastly, we want to ignite a lifelong love of learning through fostering talent, discovering new passions and displaying curiosity and aspiration in everything we do.

Our School Vision

Our philosophy drives us forward to be the best that we can be. To succeed, we CHEER! Our CHEER values enable everyone, every day, to work towards achieving our vision:

C.H.E.E.R - Cooperation, Honesty, Enthusiasm, Empathy and Respect

Every child will leave Hughenden enriched, empowered and with a thirst to learn and achieve.

The Hughenden Child

A Hughenden child is well-rounded, independent and caring. They experience a broad and challenging curriculum within a nurturing, collaborative and creative environment. They leave Hughenden having achieved their potential, are confident and happy and have a love of learning and a curiosity for life.

Hughenden Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Aims of the policy

- To maintain high standards of behaviour and learning
- To ensure that there is a collective understanding of the school's approach to managing behaviour
- To help children to develop life-skills including self-regulation and to recognise that every action has a consequence
- To ensure that there is a consistent approach throughout the school community

The importance of consistency

Consistent approaches and responses to behaviour ensure a predictability for children. This establishes safe and understood boundaries around behaviours and helps children to be ready to learn.

All staff therefore:

- Model positive behaviours and build relationships
- Recognise and celebrate positive behaviours
- Display and refer to our school values
- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide a safe, positive and well-ordered classroom environment, with routines established
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not meeting expectations of behaviour
- Ensure that consequences are logical, educational and protective, if appropriate

A **protective consequence** involves removal of a freedom to manage harm.

An **educational consequence** involves learning, teaching or rehearsal in order to modify future behaviour.

Daily consistencies

On arrival	• SLT (non-teaching) and meet and greet children at the gate • Children walk calmly straight to the cloakroom and put their belongings away.
On entry to the classroom	• Teachers meet and greet children at the door of the classroom • Children start the early morning activity.
At playtime	• At the beginning of playtime, a member of staff walks with the children to the playground, stopping at key points. • Teachers are out on the playground promptly to collect their class and ensure that they walk calmly to the classroom.
At lunchtimes	• At the beginning of lunchtime, a member of staff walks the children to the hall and remains with them until they are all in the hall. • Children eat calmly, walk sensibly around the dining hall and clear their space when they have finished eating. • At the end of lunchtime, teachers are out on the playground promptly to collect their class and ensure that they walk calmly to the classroom.
At the end of the day	• Children collect their belongings, referring to the visual checklist next to the door, if necessary. • A member of staff walks with the children to the gate, where they line up in single file. • Phones are given out to Y5/6 children at the gate. • LSAs stay in classrooms and reset for the next day.

Positive Recognition

We aim to create a positive and caring environment where children are encouraged to meet their full potential. Recognising children's achievements and rewarding them contributes to this.

Strategies used are:

- **Verbal praise**- All adults are encouraged to recognise positive behaviours and specifically name them when praising children
- **Dojo points** – These are given to children demonstrating the school values, e.g. sharing a good piece of work or demonstrating good manners. Only one Dojo point to be given at a time. They will be counted over time and the children will receive certificates to mark 50-point milestones in the celebration assembly.
- **Sharing outside achievements** – children will be able to share achievements from outside school in celebration assembly, e.g. swimming badges.
- **Weekly certificate** – one child in each class will receive a values certificate in celebration assembly for showing the school values. The teacher will be specific on the certificate what value the child has shown and how.
- **Governor award** – at the end of each term the class will hold a secret vote for one person in their class who they feel has consistently demonstrated the school values. These children will be announced, by a governor, in the final celebration assembly of the term and will receive a governor badge to be worn on their uniform.
- **Headteacher postcard** – these are awarded to children when they are sent to the headteacher for demonstrating good behaviour, completing good work and for clear evidence of showing the school values.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned and be in collaboration with the Inclusion Manager, Mrs Zafra Bendall. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overwhelm

Prohibited items

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

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

Positive Handling

In line with DfE guidance, members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Buckinghamshire Steps training ensures that staff are equipped to use positive handling appropriately and safely, ensuring that any action is reasonable, proportionate and necessary. All incidents are recorded on CPOMS and parents are informed.

Induction of new staff

All new members of staff are inducted clearly into the school behaviour culture to ensure that they understand the principles and practice and are confident in making a positive contribution. This is enabled through being trained in the Buckinghamshire Steps approach by our qualified tutor.

Related legislation and guidance

The principal legislation to which this policy relates is:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and

- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- DfE guidance on the suspension and permanent exclusion from maintained schools in England including pupil movement (September 2022).
- DfE guidance, Behaviour in schools (September 2022)

Appendix 1

Promoting positive behaviour

All staff:

- Model positive behaviours and build relationships
- Recognise and celebrate positive behaviours
- Display and refer to our school values
- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide a safe, positive and well-ordered classroom environment, with routines established

Stage 1: Low-level behaviours:

- Not being on task
- Not listening

Visual/verbal cue

Praising other children around them, **"X, thank you for sitting so beautifully."**
Giving a visual cue, such as 'a look' or pointing to what you expect

Describe/direct

"Fred, you're out of your seat. Sit down, thank you."

Rule reminder

"Fred, at Hughenden, we listen, thank you."

Limited choice

E.g.

"Fred, you can either complete your work now or at"

"Fred, you can either do your task at your table or in the shared area."

Educational consequence, if necessary

E.g. Work is completed at playtime with their class-teacher.
Practise the correct behaviour at playtime e.g. lining up/sitting.
Reflect on our school values:

- We are kind
- We show respect
- We try our hardest
- We listen

Stage 2: Difficult behaviours:

- Taking others' property
- Distracting others

After following Stage 1 process, the class-teacher:

Restorative conversation
"How were you feeling? What happened? Who was affected? What should we do to put things right? How could we do things differently in the future?" (This may include using or creating a social story or comic strip conversation)
Educational consequence
E.g. • Writing a letter to say sorry. Please see word-bank in the Appendix. • Drawing a picture for the person you have upset • Comic Strip Conversation
Analysis and adjustment
Identify the trigger for the incident and explore if adjustments can be made to practice in order to minimise the risk of future incidents
Parental involvement
The class-teacher must inform parents either by phone or in person.

Stage 3: Harmful behaviours consist of intentional:

- Harm to self
- Harm to others
- Damage to property
- Not following instructions
- Being rude or disrespectful

Reflection Time

Child completes a **Reflection Time Record Sheet** with a member of staff. This may include using or creating a social story or cartoon strip conversation.

A thumbnail image of a 'Reflection Time Record Sheet' from 'Hugenden Primary School'. The form includes fields for 'Name', 'Date', and 'Location'. It features a 'CAREER' section with a grid of colored squares (red, yellow, green, blue) and a 'Notes' section with several lines of text.

Protective consequence

E.g.

- Increased staff ratio
- Limited access to outside space, gradually increased
- Escorting in social situations, gradually decreased
- Resources withdrawn and gradually reintroduced, e.g. if the child has been hitting others with a skipping rope, they would not be allowed to use a skipping rope until able to do so safely

Educational consequence

E.g.

- Rehearsing the expected behaviour
- Assisting with repairs
- Being taught how to use resources safely
- Writing a letter to say sorry
- Drawing a picture for the person you have upset

Recording

Adult to record the incident on CPOMS.

Analysis and adjustment

Identify the trigger for the incident and explore if adjustments can be made to practice in order to minimise the risk of future incidents.

Inform parent or carer

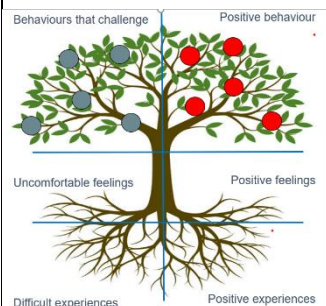
Teacher to inform the parent or carer about the incident on the same day, either in person or by phone. If appropriate, child should speak to the parent on the phone.

Stage 4: Persistent negative behaviours:

- Stage 3 behaviours have been displayed consistently. The Headteacher and Inclusion Manager indicate when Stage 4 is introduced

Analysis of needs

Complete **Behaviour Tracker** to identify and analyse triggers.



Behaviour Tracker

Time/Location/Staff/Activity

All staff who are involved with the child to complete **Roots and Fruits**.

Planning for positive behaviour

All staff who are involved with the child to use the information from Roots and Fruits and the **Behaviour Tracker** to create a **Positive Intervention Plan**. The core function of **PIPs** is to support staff to support the child to have the appropriate behaviours which meet expectations.

POSITIVE BEHAVIOUR MANAGEMENT PLAN			
Name:	DoB:	Plan date:	Version of plan: Review date:
Brief description of presenting difficult/ harmful behaviours:		Positive behaviours we wish to see / have:	
Differentiated measures to promote / support positive behaviours:			

Positive behaviours we will see:	What we will say / do:
Difficult behaviours we will see:	What we will say / do:
Harmful behaviours we will see:	What we will say / do:
Post incident recovery & debrief measures:	
Signature of plan co-ordinator:	Date:
Signature of parent / carer:	Date:
Signature of child / young person / service user (if appropriate):	Date:

Meet with parents to share the **Positive Intervention Plan** and discuss how the strategies can be reinforced at home. Review this at least half-termly.

During a crisis

Assess the situation

If there is a possibility that other children may be harmed, move them away or follow the process detailed in the child's **Positive Intervention Plan**.

De-escalating body language

- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Script to use when child is able to listen

Older children

Fred, I can see you are....
I'm here to help you
Talk and I will listen
Come with me and....

Younger children

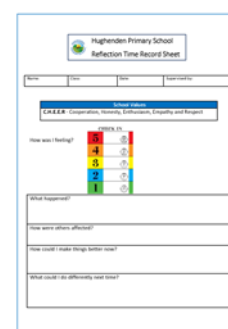
Oh dear, tell me what happened
I'm here to help you
Use your words (signing / symbols)
Tell me...
Come with me and we can....

Reflect, repair and restore

The child

During the incident, the child's behaviour may be influenced by anger, shame, frustration, disappointment etc. For 'reflect, repair and restore' to be effective in changing behaviours, it is important to re-visit the experience with an individual who is calm, relaxed and reflective.

- Complete a **Reflection Time Record Sheet**
- If the child is returning to the classroom, the member of staff who has been with them during the de-escalation period will stay with them for at least 10 minutes to support their return.



Staff Members

It is recognised that each individual reacts differently to challenging incidents. Feelings of fear, anger, shame, inadequacy or violation are normal and healthy.

Following an incident:

- Anyone suffering from shock or injury will receive medical attention as soon as possible
- A member of SLT will offer immediate support, providing an opportunity to talk or to spend time out of class to process the incident
- If stress is experienced as a consequence of being involved in the incident, they will be encouraged to seek support from the Employee Assistance Programme

Evaluate

Depending on the situation, follow **Stage 3** or **Stage 4**. Discuss with a member of SLT.

Playground

Stage 1 or 2: Low-level or difficult behaviours:

- Not following instructions
- Being rude or disrespectful
- Taking others' property
- Intentionally annoying others

Visual/verbal cue
Praising other children around them, "X, thank you for playing so beautifully." Giving a visual cue, such as 'a look' or pointing to what you expect
Describe/direct
"Fred, you're using your hands on the football. Please use your feet, thank you."
Rule reminder
"Fred, at Hughenden, we listen, thank you."
Limited choice
"Fred, you can either follow the rules of the game or not play the game."

Stage 3: Harmful behaviours consist of intentional:

- Harm to self
- Harm to others
- Damage to property

Reflection Time

- Child completes a **Reflection Time Record Sheet** with the designated member of staff posted in the Reflection Area, which contains a clipboard with **Reflection Time Record Sheets** and a pen attached.
- The completed sheet is given to the teacher when classes are collected from the playground.
- The class-teacher reads the sheets, adds the sheet to the class reflection folder and enables the consequence to take place.
- The member of staff who dealt with the incident records it on **CPOMS**.

Hugenden Primary School
Reflection Time Record Sheet

Name: _____ Date: _____ Behaviour: _____

CAREER: Cooperation, Honesty, Enthusiasm, Integrity and Respect

How were I feeling?

1	2	3	4	5
6	7	8	9	10

What happened?

How were others affected?

How could I have things better next time?

What could I do differently next time?



Hughenden Primary School Reflection Time Record Sheet

Name:	Class:	Date:	Supervised by:
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School Values

C.H.E.E.R - Cooperation, Honesty, Enthusiasm, Empathy and Respect

CHECK IN

How was I feeling?

5	
4	
3	
2	
1	

What happened?

How were others affected?

How could I make things better now?

What could I do differently next time?

Dear



sorry



hurt



upset



cross



hit



next time



calm



shouted



adult



again



help



you

From,

.....



Dear _____,

From,
