

Behaviour Policy



Hinguar Primary School

<i>Review date</i>	<i>September 2025</i>
<i>Reviewed by</i>	<i>Alison Waite</i>
<i>Next review date</i>	<i>September 2026</i>

1. Introduction

At Hinguar Primary School we believe that good learning attitudes and positive behaviour are a necessary condition for effective teaching and learning to take place within our school. Our school has a central role in our children's social, emotional and moral development just as it does in promoting positive attitudes towards their learning and their academic development.

Children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we work towards promoting a love of learning, pupils that are motivated and engaged in their lessons demonstrating good standards of behaviour within the class and beyond based on the basic principles of respect, consideration, honesty and responsibility.

We achieve this through the following aims:

- To promote consistently throughout the school a positive learning ethos encouraging and reinforcing good behaviour choices where everyone can maximise their potential.
- To enhance pupils' self-esteem by providing children, irrespective of age, social class, gender, race, religion, academic or physical ability with a learning environment that is safe and secure.
- To encourage individuals to recognise, act appropriately to respect the rights of others.
- To help develop pupils' self-discipline and self-control.
- To utilise strategies and techniques to bring about changes in behaviour i.e. Active Listening, Solution Based discussions, Restorative Justice.
- To define and promote standards of behaviour in context of our community, which is built on mutual respect and trust.
- To ensure that the school's expectations and strategies are widely known and understood and that all adults present positive role models for children to follow.
- To encourage the involvement of both home and school in the implementation of this policy.

"Reducing bad behaviour is a realistic aim. Eliminating it completely is not."

Elton Report

2. Responsible Action through Golden Rules

It is important to have a clear understanding that a caring, friendly and safe environment for all is only possible if everyone exercises responsible action.

Our aim at Hinguar Primary School and Nursery is for children to develop responsible action and mutual respect. To support our pupils in understanding this ethos, we have agreed six golden rules that we introduce in the Early Years Foundation Stage and maintained through Key Stage 1 (Years 1 and 2). We expect **all** children to respect our golden rules which are in place to keep us safe and happy.

Golden Rules

We are gentle

We are kind and helpful

We work hard

We look after property

We listen

We are honest

When children join the school in Nursery or Reception, they are introduced to the Golden Rules through age-appropriate stories that help them to understand respect as reflected in our Golden Rules. The Golden Rules are focused on throughout the school year up to the end of Key Stage 1 (Years 1 and 2). These will be discussed with the children at the beginning of each term and throughout assemblies as well as through ongoing class discussion. The Golden Rules are displayed in each Early Years and Key Stage 1 classroom and around the school so that children can be reminded of their responsibilities with regard to developing mutual respect for others and respect for themselves.

In Key Stage 2, class rules are negotiated at the start of each year as a progression from the Golden Rules. These are displayed clearly in each classroom and focus on how children should show mutual respect for one another and themselves.

Furthermore, our rights and responsibilities towards each other are presented in our school's 'Respect Charter'.

RESPECT CHARTER

Remember to be polite and show good manners to all.



Ensure everyone is included and celebrated



Say sorry for our mistakes and work together to solve them



Positive attitude at all times



Earn respect by being honest and trustworthy



Conflict will be resolved in a calm manner



Take time to respect yourself



3. Responsible Action through the Curriculum and Learning

We believe that an appropriately structured curriculum and effective teaching contribute to good behaviour. Learning aims to develop the skills, knowledge and understanding which enables the children to work and play in co-operation with others. Thorough planning for the needs of individual pupils, delivering a curriculum that is accessible for all learners' active involvement and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Good behaviour through a pupil's motivation to learn.

We aim to motivate our pupils through:

- A broad, balanced education which is relevant to our pupils' needs, cultural experiences and interests, relevant to life-long learning, motivates and engages them in their learning.
- A variety of teaching styles and learning methods that suit pupils' learning.
- Challenge and providing opportunities to take risk in their learning.
- Providing feed-back on their learning to value effort and reinforce that their progress matters.

Good behaviour by developing a pupil's own intrinsic values, attitudes and emotional wellbeing.

We aim to develop responsible members of a learning community through:

- The explicit teaching of social, emotional and wellbeing skills through the integration of SEAL, SRE and our PSHE within the school curriculum.
- Experiential learning activities which involve engaging with values, attitudes and emotion.
- Encouragement to take responsibility for their own learning and the learning of others.
- Recognising, understanding, celebrating and respecting similarities and differences between each other and challenge stereotyping, prejudice and bullying in all forms.
- Providing a safe, caring learning environment and a pastoral system of key workers and targeted support by which the child can talk to an adult.

We strive for Hinguar to be a community where social, emotional and behavioural skills are seen as important and where children practise these skills creates a caring environment based upon empathy and the valuing of difference. This is essential if a school is to become an inclusive learning environment where all forms of discrimination are actively combated.

The Learning Environment

The classroom environments are organised to develop independence, personal initiative and provide a learning environment conducive to on-task behaviour. Relationships between all staff and children aim to promote positive behaviour management within a welcoming ethos.

We aim to ensure that our pupils feel safe, secure and happy within their learning environment through formal and informal pupil consultation.

Off-site Learning

Planned broad and balanced curriculum opportunities will also include off-site activities and pupils are regularly reminded of expectations of behaviour beyond the school gate. Before each off-site visit the visit leader reminds the pupil's responsibility as representing the good reputation of the school to and from the venue and with the public at the venue. The visit leader will adhere to the behaviour strategies as identified in the Mutual Respect Policy and Education Visits Policy.

Pupils are regularly reminded of expectations of behaviour beyond the school gate as representing the good reputation of the school, travelling to and from school. The school will reinforce the Mutual Respect Policy and Behaviour Policy accordingly to incidents witnessed by members of staff or reported to the school. The head teacher will consider whether it is appropriate to notify the community police liaison officer as an additional agency to be involved. If the headteacher considers the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm they will follow the school's child protection policy.

Pastoral Guidance

We aim to provide a safe, secure learning environment in which relationships across the school community are based on mutual respect and trust. The class teacher will take an interest and learn as much as possible about each child in their class aiming to provide guidance to their social, emotional wellbeing and being prompt in noticing if a child needs pastoral support.

All staff will have the sensitivity to respond to situations which the child may have very little control of, e.g. lateness, payment of monies etc. and when things 'go wrong' a child will know that a member of staff will be there for them. They will ensure that an emotionally upset child is supported both in and outside the classroom by working with the child's parents and key workers, so that appropriate actions are taken to meet the needs of the child. The Pastoral Team's work ensures that the level of support is supportive, timely, appropriate, consistent and constant in addressing the needs of the child and their family.

Responsible Action through Rewards

Our emphasis is on the consistent use, by all staff, of rewards to reinforce positive communication and behaviour. We believe that rewards have a motivational role, that all pupils must have equal access to these and that frequent use of these help children to know they are valued and respected.

Positive communication and behaviour is rewarded in the following ways:

- **Positive noticing from adults** – e.g. 'well done for walking, thank you for helping Gemma pick up her sandwich box - you made my day.....' Catch Me! Awards and stickers.
- **A visit to another member of staff** – in particular Deputy Headteacher or Headteacher for recognition of work or conduct.
- **Use of stickers** – Use of stickers when demonstrating positive behaviour or learning and articulating to children why they have been rewarded.
- **House points** – All children in our school belong to a 'House'. A house point is reward for entering competitions or for individual rewards for good learning, behaviour, work or citizenship. The school's House Cup is awarded in assembly each week.
- **Marbles in the Jar** - a class reward that is agreed beforehand and earned by the awarding of marbles for positive behaviours to individuals or as a class.
- **Hinguar Star Yrs 1-6** – Each week if a child has demonstrated good learning and has been in the 'Learning Zone' they will achieve a weekly Hinguar Star stamp. Children can earn a bronze, silver or gold Hinguar Star based on the cumulative number of Hinguar stamps they have achieved over the year. For any child who receives their Gold Hinguar Star a special time award is provided at the end of the summer term, e.g. bouncy castle, games afternoon.
- **Positive notes or telephone calls home** - to celebrate achievement, e.g. children who achieve in difficult circumstances.
- **Head Teacher Award postcards** - sent home by the headteacher to celebrate significantly positive behaviour or achievement.
- **Certificates presented in assembly** – Student of the Week assembly where good citizens are identified as a caring member of the school.
- **Catch Me!** – every child can receive a Catch Me! signature from any adult in the school for being polite, being ready to learn, always doing the right thing without having to be reminded etc. There are 4 awards, Bronze (20 signatures), Silver (20 signatures), Gold (40 signatures) and Platinum (60 signatures), with each one achieved by the children resulting in them receiving a certificate and a badge. When Gold is achieved, the children have afternoon tea with the headteacher. When Platinum is achieved, they receive a book token.

There may be other positive rewards used by class teachers, contextualised within each classroom or Key Stage, for example in the Early Years Foundation Stage, children who keep the Golden Rules also get the chance to take home the class mascot (Sammy Starfish or Sparky the Seahorse) for the weekend.

Responsible Action in The Learning Zone

All learning environments display the Learning Zone visible at the front of the room. All children's names are laminated and stuck onto the learning zone (green). A child's name may be moved into the Wow Zone or the Warning Zone in response to the attitude, accomplishment and behaviour of the individual. A child is moved to the Wow Zone for demonstrating a 'WOW' moment where their attitude, accomplishment and/or behaviour are above expectations. This is a quick response by the adults in the room and if a child has been in the Warning Zone, they are quickly moved back to the Learning zone; the adults will be keenly looking to reward any positive attitude, accomplishments and behavior with the aim for no child to be in the Warning Zone. At the beginning of each session all names are placed back into the learning zone.

Wow Zone

Move the child's name into the wow zone when they demonstrate a 'wow' moment which is above the expectation of that individual child. Award them a gold star sticker. Around the school adults should ask the children why they achieved the sticker: the child should be able to articulate their 'wow' moment!

Learning Zone

Every day all names should be in the learning zone with expectations set to achieve this. This is the zone that all learners should be in and the expectations are: an environment rich in learning experiences where all children are 100% engaged with their learning and are respectful of others, themselves and their environment. Reinforce positive behavior and mutual respect in the aforementioned ways, e.g. positive non-verbal communication. Later in the term learning skills will be introduced.

Warning Zone

Move the child's name into the warning zone and tell them the reason why. Remind them of the Golden Rules/class rules/Respect Charter/expectations. Child should move back to the learning zone quickly when they demonstrate 'good learning', which should be picked up on immediately and rewarded with positive communication. (If they continue to behave inappropriately, refer to the Behaviour Policy.)

4. Zones of Regulation

Self-regulation is something everyone continually works on whether or not we are conscious of it. We all encounter trying circumstances that test our limits from time to time. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place, this comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of Zones of Regulation.

The four Zones: Our feelings and states determine our zone:

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in this Zone.

- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Expectations for all classes:

- Display the Zones of Regulation in all classes.
- Children complete their own toolbox for each strategy they would like to try for each zone. Provide children with some visual cards to support them.
- Class list of tools for each zone.
- Sensory area in the class – including a calming box of tools to support the zones.

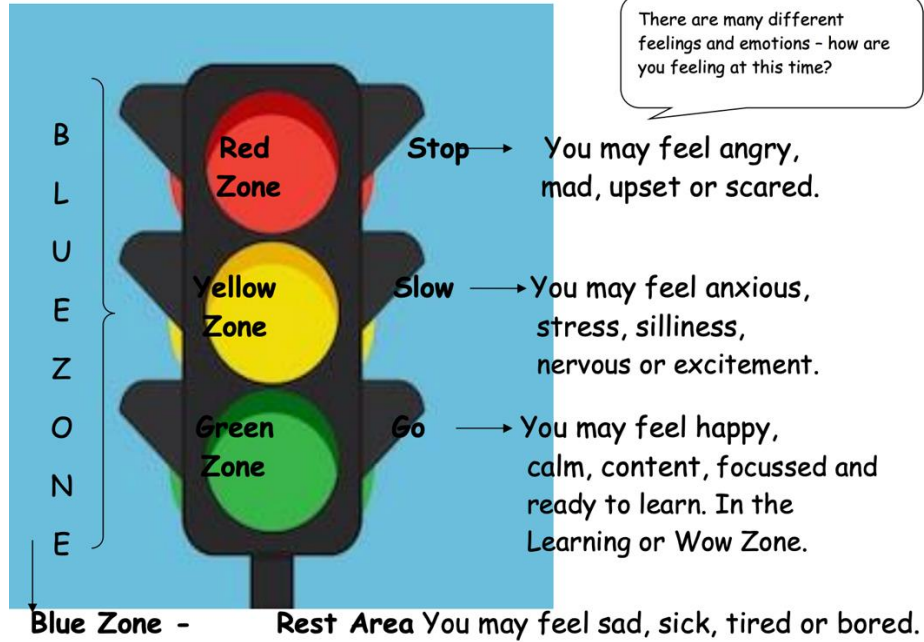
The following visual aid is used in classrooms as a prompt to all pupils.



Zones of Regulation

Feelings

There are many different feelings and emotions - how are you feeling at this time?



Tools to support the Zones of Regulation in class			
Green Zone	Yellow Zone	Red Zone	Blue Zone

Use visual pictures to support if needed

Consequences

Although rewards are central to the encouragement of good behaviour, there is also a need for consequences to register the disapproval of unacceptable behaviour. As a school we regularly reinforce to pupils about 'making good choices'.

In an environment where respect is central, disapproval is a powerful punishment. When unacceptable behaviour is witnessed or reported it will be investigated. This investigation involves finding out the context of the incident and talking to all parties and witnesses concerned to ensure all are given 'a voice'. A consequence is always given once an unacceptable behaviour has been identified and is not applied indiscriminately to whole groups of pupils. We aim to apply the minimum consequence for effect and certainty as opposed to severity or to humiliate.

When a consequence is given, it will be:

- immediate
- consistent, using agreed school procedures
- focused on the act, not the child
- delivered in a calm way by an adult
- there is a clear distinction between minor and major offences
- accompanied by teaching of what the child should have done instead
- enforced so as not to humiliate the child

We aim to ensure that our use of sanctions and consequences is understood so that:

- Children know that persistent inappropriate behaviour will have a consequence.
- Children know that consequences are applied consistently throughout the school.
- Children know that their parents will be informed, when necessary, to help them to improve their behaviour.
- Children know that a sanction is enforced in response to the behaviour and not the child.

As a school we encourage any child who has behaved inappropriately to reflect on their unacceptable communicating behaviour so that:

- They learn how they should have acted differently.
- They understand the implications of their actions on others within our community.

We do not hold grudges and are prepared to give a child a fresh start after an incident of inappropriate or unacceptable behaviour.

See Appendix 1: Flow Chart – Communicating Behaviours

See Appendix 2: Sanction Reminder

See Appendix 3: Child reflection sheet

Please also refer to the Trust's Suspension and Exclusions Policy.

5. Promoting Positive Playtimes/Lunchtimes

- The playground has been divided into zones and children play in the specified zones.
- A variety of play equipment and playground markings are accessible for all pupils. Midday Assistants and Play Leaders engage with the children to encourage and promote games.

- Reward stickers and MDA awards are used by Midday Assistants to promote positive behaviour and co-operative play.

The Dining Hall and Lunchtimes

- Pupils are expected to line up and walk quietly into the dining hall when directed by the Midday Assistant.
- Lunchtime is a social time and pupils are encouraged to talk and enjoy social eating experience with their friends.
- Staff are encouraged to have lunch with the children as it is an ideal time to get to know the children in a different setting – and the children really enjoy chatting to staff.
- Lunch time issues will be dealt with by the Midday Assistants however significant issues will be reported to the Leadership staff on duty.
- Class teachers are informed of any significant incidents relating to the children in their class to reinforce expectation and liaise with parents as first point of contact.
- The Headteacher meets with the Midday Assistants on a regular basis to develop training and evaluate behaviour management strategies.

See Appendix 4: Lunchtime Behaviour and Sanction Matrix

6. Strategies employed for working with children under the age of 5

When children under five behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive, familiar adults to help them do this.

Common inconsiderate or hurtful behaviours of young children can include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding. Our way of responding to pre-verbal children is to calm them down through holding and cuddling or by providing a safe space to calm such as the beanbags or sofa. Staff may also use distraction techniques such as reading a story or playing. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.

To help young children develop an understanding of appropriate behaviours we use a variety of different strategies within our setting to ensure the positive behaviour ethos is consistent.

- We acknowledge how children may be feeling and seek to explain what is acceptable and what is not using photographs, puppets and other visual cues as needed.
- We understand that repeated reinforcement may be needed to achieve a full understanding. For both the biological maturation and cognitive development to take place, children need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We ensure that there are enough toys, resources and activities available to help avoid conflict over sharing and waiting for turns.

- Through careful assessment, observation and planning we ensure that all children are suitably supported and challenged.
- We praise and celebrate positive behaviour such as kindness and a willingness to share.
- We avoid creating situations in which children receive attention only in return for negative behaviours.
- We never shout or raise our voices in a threatening way to respond to children's negative behaviour.
- We support social skills through modelling behaviour, through activities, drama and stories.
- We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We only use physical restraint by a trained person, such as holding, to prevent physical injury to themselves or others and, in the event of any such incident, we would complete a written record and inform parents on the same day.

In the rarest of occasions when behaviour is persistently aggressive, and violent both physically and verbally, the Early Years leader and Deputy Headteacher would be consulted, and appropriate strategies will be implemented in consultation with parents and if necessary outside agencies.

7. Behaviour Deemed to Reflect Special Needs

Our response to inappropriate behaviour from a child with special educational needs or specific emotional and social concerns will be different to our response from other behaviours. This difference will be evidenced by the strategic involvement of our Learning Mentor/ Class Teachers and Phase Leaders and involvement of outside agencies. We consider the children's ages and stage of development to find appropriate solutions and strategies.

Where inappropriate communicating behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the Phase Leader / SENCO and Learning Mentor, to draw up a pastoral support plan (PSP).

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, the SENCO may request the involvement of outside agencies, to support the child's needs.

The SENCO and/or Learning Mentor will:

1. Actively support the class teacher in meeting the needs of such children.
2. Work with the pupil and class teacher to improve motivation to learning.
3. Co-ordinate a whole school response to the child.
4. Liaise with or organise support from outside agencies that may become involved with the child.
5. Set clear behaviour targets for the child through a Support Plan or an PSP (Pastoral Support Plan).
6. Provide additional 'talk time' for children they are working with.
7. Monitor through record keeping any changes or patterns in a child's emotional, social and behavioural wellbeing, and put into place strategies to help and support the child and family.

8. Mobile phones

Pupils are expected to hand their mobile phones into the school office at the beginning of the day. If a pupil is suspected of having a mobile phone in their possession during the school day this will be requested to be handed in to the office or a search will be made.

9. Items Brought to School

There may be times when pupils bring objects into school to show and tell or as part of their learning focus. These are expected to be stored safely in a designated area within their classroom or handed to their class teacher.

10. Working in Partnership with Parents

At Hinguar Primary we recognise the important partnership we have with parents in supporting and promoting respect.

What parents can expect from our school:

- Every effort will be made to ensure that their child learns in a safe and happy environment.
- We will work with each child to achieve the respect aims of our school.
- Their child will be provided with a good education that will motivate them in their learning and encourage them to make positive choices
- They will be informed early about any situation that may be affecting their child's capacity to learn and be affecting their behaviour.
- Both parents and their child and will be listened to.

The role of parents in promoting positive communicating behaviour in school

- Encourage your child to develop attitudes and values on which both school and the wider community are based.
- Encourage your child to work hard, do their best and respect themselves.
- Make sure your child attends school daily and if there are any concerns contact your child's class teacher sooner than later.
- Encourage your child to report any instances of bullying and talk to the school promptly.
- Help your child relate co-operatively with adults and other children.
- Engage with the school as much as possible to develop an understanding of the values, aims and work of the school and participate in opportunities to contribute to these.
- Restrict your child's access to anti-social images, language, values, attitudes e.g. TV programmes, video, computer games, internet, social networking and/or discuss any exposure to stereotyping, prejudice and bullying.
- Talk to your child about what they have made, read, drawn, written, who they played with, what they enjoyed at school to value their learning experiences.

11. Reporting Concerns /Suspensions/Allegations

What to do if you have any concerns about the behaviour of your child or another child

1. In the first instance, the concern should be reported to the class teacher who will meet with you to discuss your concerns and arrange a follow-up meeting if required.
2. In all cases of bullying, the incidents will be recorded by staff and reported to a member of the leadership team who will investigate the incident further, if required.
3. In persistent or serious cases, parents will be informed and asked to come into a meeting to discuss the problem.
4. If necessary and appropriate, the head teacher will consult with the police.
5. If the concerns are felt to be related to a special educational need or emotional need, then an appointment with the SENCO may be arranged.

12. Monitoring and evaluating the impact of the Behaviour Policy

The Headteacher will take the lead in monitoring the impact and evaluation of whole school respect in liaison with all staff to:

- Ensure whole school audit strategies are implemented to inform and monitor the whole school respect, behaviour and attendance improvement plan.
- Review day-to-day implementation of Respect Policy and Behavior Policy.
- Set SMART targets for support plans and attendance based on school, local or national data which are rigorously monitored.
- Report to Academy Committee Reps on discipline, behaviour, exclusion and attendance matters.

SLT / Phase Leaders:

It is the responsibility of SLT to implement and monitor the Behaviour Policy

- Monitoring and reviewing the Behaviour Policy annually.
- Monitoring records of any consequences provided.
- Monitoring any incidences of bullying.

13. Appendices

Appendix 1: Flow Chart – Communicating Behaviours

Appendix 2: Sanction Reminder

Appendix 3: Child reflection sheet

Appendix 4: Lunchtime Preventative Strategies

Appendix 1: Flow Chart – Communicating Behaviours

Hinguar Primary School: Flow Chart Communicating Behaviours

All staff are responsible in promoting consistently throughout the school a positive learning ethos and reinforcing good behaviour choices where everyone can maximise their potential. All staff should follow the school's Behaviour Policy.



CLASSTEACHER Low level disruptive behaviour	2 Time Out reflection sheets carried out in class or incidents during play/lunch times Class Teacher / LSA	✓ Class Teacher and LSA follow Behaviour Policy - use of behaviour management strategies ✓ Class Teacher Face to Face or telephone conversation with the parent/carer to discuss strategies ✓ Inform Phase Leaders and Mental Health Safeguarding lead (SW)
CLASSTEACHER (Phase Leader) Persistent low level disruptive behaviour	3 Time Out reflection sheets carried out in class or incidents during play/lunch times. Consistent Management Plan	✓ Class Teacher Consistent Management Plan is put in place: review date is agreed. Timetable with regular breaks and support planned. ✓ Phase Leader meeting with the parent, child, teacher, phase leader and discuss with child strategies to support. Behaviour log of significant incidents and consequences ✓ Ensure there is a quiet safe area that the child can be taken to
CLASSTEACHER/ (Phase Leader / Mental Health and Safeguard Lead) Escalation of behaviour (more frequent, more disruptive etc)	4 Time Out reflection sheets carried out in class or incidents during play/lunch times PSP, Support Plan in place	✓ Class Teacher discussion with SLT and pastoral team. Is it a SEND/ SEMH/ Social Care issue? ✓ Pastoral Team use of support services from PLT/play therapy/ counselling ✓ Phase Leader allocation of a mentor (someone the child can talk to) to handle any crisis points / key worker. ✓ SLT (key worker) meeting with the child, parent, teacher and LSA, to agree a PSP, Support Plan with clear outcomes and review date.
CLASSTEACHER/ Head Teacher / Deputy (Phase Leader / SENCO) Further escalation (daily, aggressive, risk towards children and adults)	PSP, Support Plan and Timetable in place	✓ Class Teacher use strategies from Support Plan and Work alongside strategies in the classroom ✓ Pastoral Team regular feedback from support services from PLT / play therapy / counselling ✓ SLT (key worker) child, parent/carer, teacher and LSA. PSP / Support Plan reviewed every 6 weeks with everyone involved. ✓ SLT possibly reduce timetable ✓ SENCO arrange visit from Educational Psychologist ✓ SENCO inform PLT that a fixed term exclusion is highly likely. Increase time and support within the school ✓ SLT ensure staff have Team Teach training to deal with situation

Appendix 2: Sanction Reminder for Staff 2025-26

Hinguar Primary School

Focus on the positives with motivating strategies and resources to encourage and reward good behaviour in the classroom through learning skills language and learning zones.



*The level of unmanageable behaviour does not always have to be 'progressed'.
It may be that the Head Teacher has no option but to come straight in at a specific level.
N.B. Bullying incidents will be dealt with on an individual basis.*

Behaviour	Sanction	Responsible
Disruptive behaviour in lessons / low level behaviour beyond the learning Zone and Zones of Regulations	Time out: in another classroom not in corridor. Payback: making up time spent outside classroom in own time.	<i>Teachers / support staff</i>
- Continued disruptive behaviour in lessons - Inappropriate behaviour (<i>professional judgement</i>) - Provoking other: comments, poking, telling lies, stealing	Missing play	<i>Teachers / support staff</i>
- Verbal aggression/spitting at another child or adult - Breaking equipment (<i>must pay for breakage</i>) 1st fighting incident in academic year 1st racist/homophobic incident in academic year (<i>handled by Head Teacher/Deputy Headteacher</i>)	Contact parents Phone call to parent of victim	<i>Phase Leader / Teacher / SLT</i>
2nd fighting incident in academic year 2nd racist/homophobic incident - Regular refusal	Discussion with planned intervention	<i>PSPs with SLT + Phase Leader / Teacher / LM</i>
Severe physical or verbal aggression	Isolation	<i>Head Teacher / SLT</i>

Unmanageable behaviour	Action by SLT	Action by PLT
Level 1	- Child is removed from school - Head Teacher issues a fixed term exclusion - Inform Behaviour Support (PLT) immediately - Behaviour support (PLT) work with the school on a personalised plan to support the return to school	Discussion about short term/preventative placement
Level 2	- Child is removed from school - Head teacher issues a longer fixed term exclusion - Alternative provision is put in place for the child to attend	Discussion with behaviour support and Fair Access as appropriate

Appendix 3: Hinguar Primary School – Reflection Sheet

Focus on the positives with motivating strategies and resources to encourage and reward good behaviour in school through learning skills language and learning zones.



	- After initial 6 weeks at placement, the last 6 weeks are a phased return back into mainstream school - Use reduced timetable to support transition from alternative provision back into main school - Behaviour support continues to work in school with child, staff and parents	
Level 3	- Child is removed from school - Child attends alternative provision (at the point of permanent exclusion)	Pupil reports to Fair Access Panel
Level 4	Permanent exclusion	Reports to Fair Access Panel

Name: _____ Class: _____ Date: _____	1. Behaviour – What happened? _____ _____ _____ _____
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Reflection Zone

3. Learning Zone

I am ready to go back into class and learn:

- I have reflected on my behaviour
- I am calm
- I am ready to say sorry
- I am ready to learn

2. I am working and doing my consequence for my actions:

- I am quiet
- I am completing my time out work

1. I am on time out and need to calm down and start to put things right

2. How am I feeling:

mad sad frustrated
 Lonely hurt confused
 scared worried disappointed

3. Why do I feel like this?

4. Why is my behaviour not acceptable?

5. How can I get back into the learning Zone?

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- ---
- ---

Actions / Next Steps - agreed by Teacher, Phase Leader, SLT

Appendix 4: Lunchtime Preventative Strategies

Lunchtime Behaviour Strategies

Preventative techniques

Rule reminder - 'Remember we do not grab each other when we play'

Re-focus or re-direction on task - what, where and how questioning: What should you be doing? Where should you be? How should you be doing that?

Simple warning/choice - I've asked you to play away from this area and play elsewhere. If you don't, I'll have to move you away. It's your choice. Adults walk away and give the child 'face-saving' period of time to change their behaviour. If the warning is ignored reinforce the next level of consequence: I have asked you to play away, if you cannot do this you will have 5 minutes on the time out bench.

Reminder and warning

If a child continues to disrupt lunchtime further direct consequences will be described linked to the child's choice not to play appropriately.

I was wondering if you remember when you played.....?

I enjoy playing with the I thought you may too.

"If you continue to, thene.g. you will not be able to play with the football for the rest of lunchtime.

I will not be able to let you (describe withdrawal of a privilege or responsibility).

MDA to discuss problem using restorative prompts and make good. Pupils will be allowed to return to the playground with a fresh start.