



HCAT Behaviour Policy

Date issued: September 2024

Review Date: September 2025

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy, Staff Code of Conduct and Restorative Practice Policy.

Purpose

HCAT Ethos

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and, in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour. Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences. Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

Aim

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success

- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

The Proactive Approach to Behaviour Management

Within the HCAT ethos the expectation is that all schools promote a proactive approach to behaviour management by developing responsible attitudes through the principles of Restorative Practices, which are promoted by the school community. Each school ensures that a clear culture supports this by developing their community. This can be done in a number of ways including:

- Regular community building circles
- Feelings ladders
- Use of affective statements
- Pupils being given opportunities to support their peers throughout the day
- Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy
- Older pupils being given opportunities to support younger pupils for example on the playground
- Pupils taking on positions of responsibility within the day to day running of the school
- Pupils being given opportunities to be ambassadors, representing their school
- Fair process and the 5 Key Questions (APPENDIX D)

Leadership and Management

The Responsibility of the Headteacher

All headteachers should take responsibility for implementing measures to ensure the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. The headteacher must ensure that there are clearly defined roles and consider how responsibilities are delegated across the school's community. The headteacher has a duty to make sure that the schools behaviour and culture manual is applied consistently across the school. Within this they must ensure that:

- school leaders are visibly and consistently supporting all staff in managing pupil behaviour through following the school's individual behaviour and culture manual
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively

The responsibility of all staff

All staff should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school. They should ensure there is a consistent and fair implementation of the measures outlined in the behaviour policy and school's behaviour and culture manual.

Behaviour and Culture Manual

Each schools' individual behaviour and culture manual (See APPENDIX A) are worded positively to emphasise good behaviour and reflect the individual contexts of each school whilst maintaining the HCAT ethos. Each manual should explicitly outline the school's individual systems and norms to ensure it is clear for all members of the school community and creates consistency across the school. They are to be reviewed frequently involving pupils and the wider school community

Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

Communication with parents and carers

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three-way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events, coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (e.g. Twitter)
- Individual written communication e.g. annual reports

Unacceptable Behaviour

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated. Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the Trust's Anti-bullying, Child Protection or Online Safety policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils takes a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others. This can be done through the use of the 5 key questions (found at APPENDIX D)

HCAT schools offer a range of rewards and sanctions which are detailed in the schools individual behaviour and culture manual detailed in APPENDIX A There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour in Schools guidance, 2022.

Pupil Support

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem. Sometimes behaviours, and/or attendance can deteriorate through events such as bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition.

HCAT have a very clear graduated response to ensuring children who display challenging behaviour are supported at the earliest stage. Schools should ensure that as part of this approach intervention at school level is put in place at the earliest opportunity to help pupils manage their behaviour. Initial intervention at school level will address any factors leading to challenging behaviour and include an assessment (first stage of the graduated approach) of whether appropriate provision is in place to support and SEND that a pupil may have. This assessment will be supported by senior leaders within the school and include an analysis of quality first teaching. We aim to work in partnership with parents and so involve parents early in the process. This graduated approach is detailed in APPENDIX B

It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should refer to the trust High Needs Panel. However, if staff believe the behaviours relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.

General Note

1. At every stage the child should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded Behaviour logs should be used to keep updated records and submitted to CPOMS.

Behaviour Support Provisions

Wansbeck Primary School is identified as Behaviour Support School and is home to an inclusion provision for the trust primary schools– The Wizards.

The HCAT high needs panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation

with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

In addition, The Marvell College have an internal behaviour support provision named The Arc. The school identifies through their graduated approach which children would benefit from this provision.

More information on behaviour support provisions can be found in the HCAT Suspension and Exclusions Policy.

Suspensions and Exclusions

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid suspending or excluding a child from our school. All children who are at risk of exclusion should be presented to the high needs panel. For further guidance around suspension and exclusion refer to the suspensions and exclusion guidance.

Child on child abuse

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated or passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either the Police and/or Local Authority Children’s Social Care.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT’s Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

Malicious allegations of sexual violence or sexual harassment

If a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Behaviour Beyond the School Gates

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (see Behaviour and Discipline in Schools DfE guidance 2022)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Absconding from the School Site

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately. The process following this can be found in the absconding protocols at APPENDIX C

Use of reasonable force

All schools are committed to creating a calm and safe environment that minimises the risk of incidents arising, which might require the use of reasonable force.

The use of reasonable force is always a last resort, as we strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will always take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion.

The use of reasonable force may be required when the risks involved in doing so are outweighed by the risks involved by not using force.

Members of staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property
- maintain good order and discipline at the school or among pupils.

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.

De-escalation Plans

If a school believes that a child may need the use of restraint (either due to a past use of restraint or due to an underlying SEND need) a de-escalation plan must be in place for the child. This ensures that a clear plan is in place to support the child and reduce the triggers that may lead to violent behaviour

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Staff Behaviour

We expect staff to model our school values and display exemplary behaviour to our pupils at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage positive behaviour and promote selfregulation. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Monitoring and evaluating behaviour over time

Incidents forms should be completed for:

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident which in the teacher's judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

Staff Induction, development and support

School senior leaders have the responsibility to ensure all staff are inducted using the HCAT behaviour policy and their own school's behaviour and culture manual.

Schools must identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

All staff should be supported in their wellbeing when managing behaviour and the trusts wellbeing team can give additional support for all staff in this area. It is essential that if staff have been subjected to a physical and verbal assault that there is a full debrief by a senior member of staff and that member of staff is offered any support they need. This debrief is part of the positive handling guidance.

Conclusion

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff, Stakeholders and Trustees will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement.

This policy will be monitored on an annual basis.

Related internal and national guidance

This policy should be read in conjunction with the following internal and national guidance:

National guidance

- DfE: Behaviour in Schools. Advice for headteachers and school staff – September 2022
- DfE: Suspensions and exclusions Guidance September 2022
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2022
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Mental Health & Behaviour – November 2018



Behaviour and Culture Manual

Brandesburton Primary School

Together We Believe, Together We Achieve

We aim for all pupils at Brandesburton Primary School to experience a high quality education and develop the knowledge, skills, understanding and attitude required to lead a fulfilling life in our local and global communities, today and in the future. This requires the active and mutual partnership of our whole school community.

We are committed to this partnership and summarise this in a simple statement:

Together We Believe, Together We Achieve

From this statement we have four core fundamental drivers:

1. Community
2. Inclusion
3. Tool kit for life
4. Skills and knowledge

The drivers above underpin every aspect of our curriculum starting from Foundation Stage One and progressing through to Year 6.

Community:

It is so important to know and feel that we are all part of a local, national and international community. We teach and learn about ourselves and our place in the world around us, through the world around us.

What does this look like in practice?

Our school works hard to place itself at the centre of the community. We do this by: hosting and attending various events; a strong PTFA and Governing Body; outstanding fund raising; working with local charities and businesses; strong links with the community vicar and parish, clubs which enhance and benefit the community. In addition to this, the curriculum is written, planned and delivered to ensure the children understand and appreciate the importance of being part of a diverse community.

Inclusion:

At Brandesburton, we understand every child is unique. We include, value and champion from individual starting points to ensure all children achieve their academic, social and personal best. This is regardless of their age, disability, race, religion, gender or socio-economic background.

What does this look like in practice?

Staff are very aware of learning styles, wellbeing and the importance of creating a safe learning environment for all children. The Brandesburton team work hard so children can be their very best and any barriers to education are removed.

The curriculum has been carefully constructed to ensure it is accessible to all, provides children with a variety of experiences and champions the success of all learners.

Tool kit for life:

At Brandesburton we want every child to leave armed with a 'Tool Kit for Life' which will enable them to be a good citizen.

Core skills: resilience, good communicator, respect, active listener, team player, kindness, inclusion for all, independence and empathy.

What does this look like in practice?

The core skills are strategically woven through our curriculum and embedded in the culture at Brandesburton.

We explicitly teach the core skills through our JIGSAW programme however, they are constantly revisited, referenced and celebrated through Brandesburton life.

Skills and Knowledge:

Our curriculum aims to allow the pupils to achieve identified curriculum goals, embedding progressive key knowledge and the development of key skills in all subject areas, as defined in the National Curriculum. We have a strong commitment to develop pupils' reading, writing and mathematical skills – which we believe will serve our pupils best in becoming successful life-long learners.

Our whole school behaviour and ethos is built on the strong values which come from our drivers, particularly our 'Tool Kit For Life'. Modelling these values is done explicitly. Children and staff explore what these are through different areas of the school, through daily routines and across the curriculum. They create whole school expectations of conduct using explicit language clearly linked to the values and use these in all areas of behaviour management. Children are further supported to develop these values through our curriculum. Both our academic curriculum and personal development curriculum are tailored to the needs of our children; developing their knowledge, skills and understanding as well as providing a wide range of enrichment opportunities, promoting a real sense of belonging and ensuring they are ready to face the challenges of the next stage of their education.

Leadership and Management

The Head Teacher, (Lucy Northen) and Deputy Head Teacher (Nicola Joplin) are responsible for ensuring that all aspects of the behaviour policy are consistent across the school. The SENDCo, Nicola Joplin, is responsible for ensuring that children with SEND (Special Educational Needs or Disability) or escalating with their behaviour are supported through a graduated approach. They alongside the

school's safeguarding and wellbeing leads, Karin Platten, Charlotte Thompson and Karen Irvin, are responsible for supporting staff, children and families and providing individual support to ensure early intervention.

School Systems

Community building and promotion of positive citizenship is given high priority in everything we do. Daily circles both build community and give children a voice to express their feelings and develop self-awareness, social awareness and relationship skills. Children aim to achieve Dojo points, stickers, certificates or marbles (depending on individual class teachers) for displaying these values in school and outside of school. Staff make it explicit what the rewards are for through affective statements. Through regular PSHE (Personal Social Health Economic) lessons, circle times and assemblies these key words are revisited so that children know how these are demonstrated in their personal and learning behaviours. At the start of each academic year each class develops their classroom ethos linking to the 'Tool Kit for life'. This focuses on what this will look like in their classroom, reinforces whole school expectations of conduct and ensures that these are made explicit in everything we do. There is a Championing Success board in every classroom which is used to publicly praise demonstration of wanted behaviours and reinforce and revisit the behaviour expectations to ensure shared understanding. Circle times are used within the class to build community and address any ongoing issues. We believe that the relationship between the class teacher and pupil underpins good behaviour. The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements is visible and modelled by all members of staff and pupils.

Rewards

Brandesburon Primary School is dedicated to using a positive regard and reward system to allow all children to succeed. All staff should focus heavily on the types of desired behaviours they wish to see in and around the school. This in turn will produce more positive behaviours. This is achieved in several ways:

- Verbal praise and affective statements
- Recognition board
- Dojo points
- Excellent work shown to SLT (Senior Leadership Team)
- Display work in corridors
- Celebration assemblies with parents invited
- Certificates, messages or phone calls home to share positives with parents

All positives can be given by any member of staff who deems a child's efforts to be noteworthy.

Classroom sanctions

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the natural and logical consequences of inappropriate behaviour and provide them with opportunities to reflect, repair and improve their future decision making. Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with Fair Process (RP) pupils who are not making the right choices are given time and space to de-escalate the situation. Children are given time to calm down and provide them with a way forward. The focus should always be on the behaviour not the child and on the opportunity for harm to be repaired. When a child is ready, they will always reflect on the behaviours using the structure of the five key questions. Younger children will have a simplified version of this. A harmed person will also reflect on the incident and have an opportunity to say what they want to happen

next. We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be resolved quickly, avoiding escalation. Examples of sanctions include:

- Children missing break/lunch time. Children complete a piece of work designed to reflect on their behaviour. This may include a reflection form or reading a text from our reflection library.
- Time away from their class community. This will include an extended period of reflection with a senior leader.
- Spending time repairing the harm e.g., cleaning up defaced equipment, repairing broken resources, making something for the person who has been harmed

As a restorative community when things go wrong every member of the community is given a voice. Responsibility for individual actions is a challenging process and children and adults are always expected to take responsibility for their actions. We develop this skill using the five key questions alongside restorative circles and conferences as well as developing the key concept of Responsible decision making in our PSHE and Personal development curriculums. The children and adults are responsible for their own actions and the choices they make.

Stepped sanction system for low level behaviour

(Appendix A)

- 1 Reminder Verbal reminder of expectations
- 2 Warning Verbal warning that a positive change needs to be seen
- 3 Reflection in phase Up to 15 mins reflection time in another position in class or in another classroom in the key stage
- 4 Reflection with SLT Up to 15 mins reflection time with a senior leader

At playtimes and lunchtimes:

- 1 Reminder Verbal reminder of expectations
- 2 Warning Verbal warning that a positive change needs to be seen
- 3 Reflection stood with an adult or sat on a bench Up to 5 mins reflection time
- 4 Reflection with SLT - Reflection time with a senior leader for the remainder of playtime or up to 15 mins of lunchtime If a child reaches step 4 this is logged on cpoms.

Foundation stage use the same systems.

When a child returns to the classroom from a step 3 or 4 reflection there should be an agreement to put it right (this may include a sanction) and explicit expectations of desired behaviour. This is always recorded on CPOMS. Repeated low level behaviours When behaviours are ongoing, parents are involved at an early stage. If three incidents of low-level behaviour reaching step 3 are recorded in a week, a meeting with the class teacher, SLT and parents will be arranged. This is also logged on CPOMS. A behaviour target and support will be agreed with the aim of modifying the behaviour. If the child continues to have repeated step 3 incidents, then a formal behaviour support plan will be put in place that is bespoke to the needs of the child. The aim is for early intervention and discussion to find the underlying cause of the behaviour. Support must be put in place at the earliest opportunity. Discussion with parents is extremely important to build a picture of what is happening for this child at that moment in time. Working in partnership with parents aims to reduce challenging behaviours before they escalate.

High level behaviours

All high-level behaviours should be brought to the attention of a senior leader immediately.

These include:

- Violence
- Bullying
- Vandalism
- Smoking or vaping
- Bringing illegal objects onto school premises
- Sexual exploitation, assault or harassment including the sending of sexual images

High level behaviours are dealt with on an individual basis using the HCAT behaviour approach (see HCAT behaviour policy) School scripts and affective statements listed below are some examples of affective statements which all staff can use with pupils at all stages of the behaviour process.

- I feel proud about; this showed resilience.
- I feel pleased and encouraged that you made the right choice; that showed respect.
- I respect your honesty and thank you.
- I want to thank you for your cooperation; you showed tolerance and respect.
- I was extremely disappointed when you did that to Ali.
- I am upset and angry by what has just happened.
- I feel disrespected when you ignore me.
- I am sorry that I misunderstood the situation.

The five key questions can be found at Appendix C.

These should be used as a framework when behaviour is unacceptable. All staff must use this process to explore what has happened in every incident. This may be done informally and verbally for low level behaviours or more formally using the forms for more serious or persistent behaviours. De-escalation All staff are trained in de-escalation techniques, and these should be used at every opportunity. Staff should always aim to de-escalate challenging behaviours at the time of an incident and look to deal with consequences at a later date once the child is calm and, in a position, to process information.

School routines

Coming into school The school day starts at 8.45am with all class teachers outside to greet families and support staff are inside waiting in classrooms/corrido and cloakrooms to support children coming in. Senior leaders are on duty in the main playgrounds. All children are welcomed into school in a warm and friendly manner to ensure a positive start to the day. Doors close at 8.55am. Teachers are in classrooms with morning work ready to ensure a calm start to the day. Children are encouraged to check in verbally with their teacher to ensure they are ready to learn before beginning morning work. Leaving school Children are expected to collect their belongings before home time and then wait in class until dismissal time. Staff supervise cloakrooms as children collect belongings. The school day ends at 3.15pm. Foundation stage and KS1 children are handed over to parents one by one from the class or corridor doors. In KS2 teachers release children from the playground doors. Any children who have not been collected are taken to the school office.

Lunchtimes

EYFS teachers lead down to the dining hall, support children to select their lunches and then handover to lunch supervision staff. Having eaten lunch, staff supervisors support the children to line up, exit the hall and walk into the KS1 playground for lunchtime games. Pupil playground buddies support children to join in with a variety of games and activities. KS1 are supervised by teachers for washing hands before lining up in the corridor where they are handed over to lunchtime supervision staff who escort them to the dining hall. In the dining hall children collect their meal and sit at a table. During the meal they are encouraged to talk to the other children on their table. Having eaten lunch, staff supervisors support the children to line up, exit the hall and walk into the KS1 playground for lunchtime games. Pupil playground buddies support children to join in with a variety of games and activities. KS2 teachers walk children out into playground at lunchtime to hand over to lunchtime supervision staff. KS2 children are called one year group at a time to line up and enter the hall via the Key Stage 2 corridor. In the dining hall children collect their meal and sit at a table. During the meal they are encouraged to talk to the other children on their table. Having eaten lunch, children walk to exit the hall into the KS2 playground for lunchtime games. Pupil sports leaders support children to join in with a variety of games and activities. Children only re-enter the building with the knowledge and permission of an adult for example to use the toilet, receive first aid or attend a club. Lunchtime ends at 1pm. At 1pm children are collected by teachers from the playground where they are lined up in their classes. Walking around the school Children demonstrate their respect for others by walking around the school quietly and in a line. Staff monitor children's movement around the building to ensure that they are respectful and safe at all times. Where possible children are expected to walk on the left hand side of the corridor to allow everyone to be safe as they walk around the school.

Going to the toilet

Children are allowed to go to the toilet if they need it during a lesson and they can leave the classroom independently to do so with the knowledge and permission of an adult. This is monitored by the class teacher and support staff to ensure children remain safe. Individual plans will be made for children who cannot do this independently or safely.

Uniform

Children are expected to wear school uniform as set out in the Uniform policy. If not in uniform parents will be informed. Spare uniform will be provided by the school if parents cannot bring in a replacement.

Children come to school on PE days in their PE kit as set out in the Uniform policy. If children are not wearing school PE kit parents will be informed. A spare kit will be provided by the school if parents cannot bring in a replacement. Jewelry for health and safety reasons, the school has a strict 'No jewellery' policy. The only exceptions to this rule are ear-ring studs in pierced ears, one in the centre of the ear lobe, and a watch. We ask the children to either remove these objects during PE/physical activity or cover them with tape/a plaster, to prevent them from causing injury. Children will be asked to remove any other items of jewellery that fall outside of this policy.

Pupil Support – behaviour and SEND

Some children in our school community find it more difficult to manage their behaviour and emotions. Children with an identified need will have an individual support plan and on some occasions a de-escalation plan. Staff must always keep these up to date, so everyone is aware of triggers and issues facing some of our children. In this way all staff are in the best position to support individual children. The SENDCo, and senior leaders will support staff in developing individual plans. Individual plans will always be done in collaboration with the parents.

Staff Induction and Development

Hull Collaborative Academy Trust

All new staff will have training in behaviour management, restorative practice and the Behaviour and Culture policy when they start school. Behaviour and culture will be reviewed termly by SLT followed by whole staff updates. Testing the culture and climate is done by SLT in all monitoring and learning walks to ensure that staff who need support are given it in a timely way. Staff who need further development may also receive one-to-one coaching or mentoring by senior leaders. SEND training is also completed half-termly for all staff to understand the learning barriers which children face to overcome them through adaptations made to teaching.

Pupil transition

All foundation stage children have a home visit and stay and play session before starting school so that we can get to know the children and start to build relationships with families. In the penultimate week of the summer term, all children move to their new teacher and classroom for transition. This allows the children to build relationships and start to become familiar with the routines and environment prior to September.

Our PSHE curriculum has explicit transition units delivered this week, and every class also begins work on their classroom ethos linked to 'The Tool Kit For Life'. Transition meetings are held between staff in the summer term to pass on all essential information. The information to be shared is given to teachers prior to the meetings. Teachers create transition booklets for SEND pupils who require further support with changes to staff and environments in preparation for September.