

	<b>Section Applies</b>	<b>Other Information</b>
<b>Introduction</b>		
<b>Purpose:</b>	√	
<b>Aim(s):</b>	√	
<b>Wider Trust aims/ethos:</b>	√	
<b>Consultation:</b>	√	
<b>Sources and references:</b>	√	DfE guidance and legislation
<b>Principles/values:</b>	√	
<b>Procedures</b>		
<b>Definition:</b>	√	
<b>Equality Impact:</b>	√	
<b>Health and safety:</b>	√	
<b>Teaching:</b>	√	
<b>Organisation:</b>	√	For Trust wide use.
<b>Homework/parent partnership:</b>	√	
<b>Resources:</b>	No	
<b>Monitoring and evaluation:</b>	√	
<b>Policy Key Information</b>	<b>Date</b>	<b>Other Information</b>
<b>Owned By</b>		Sam Bullen
<b>Original date</b>	Feb 2017	
<b>Approved By</b>		Date approved by operations committee
<b>Review Schedule</b>	Mar 25	Or sooner, if necessary.
<b>Amended dates</b>	Mar 23	
<b>Minimum Review date</b>	2 year	



# HCAT Behaviour Policy

**Date issued: January 2023**  
**Review Date: January 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 a 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 self-regulation. 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.

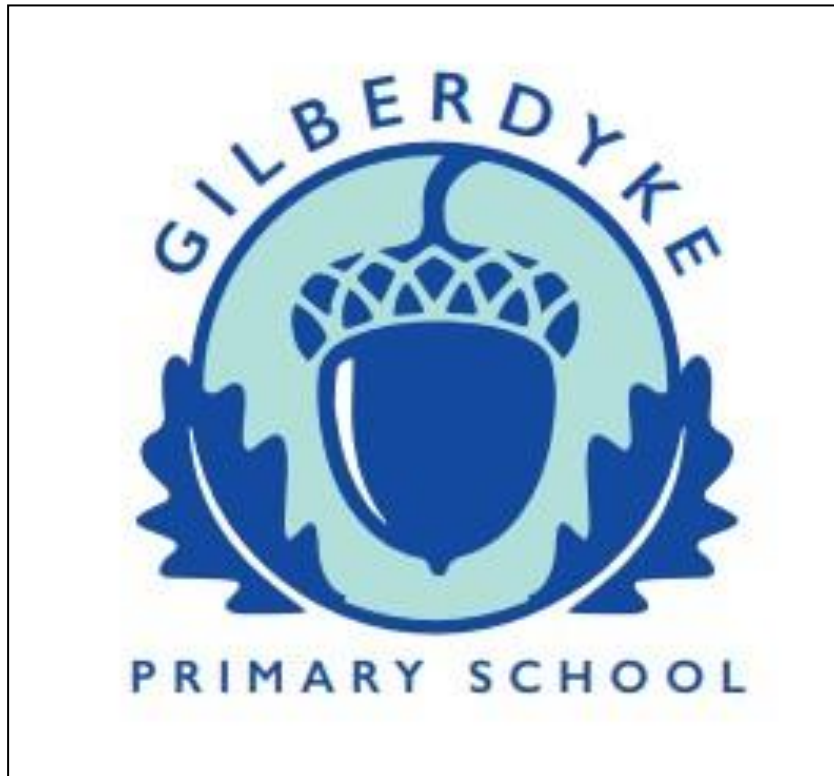
### **Related internal and national guidance**

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 Gilberdyke Primary School



## School Values and Purpose

Our aim is simple; to enable every child to thrive and shine. Strong relationships are fundamental to this. Our restorative approach underpins the pastoral support we offer and supports children in learning how to work effectively alongside one another.

The carefully considered curriculum which is relevant, engaging and flexible prepares children well for academic success and places great emphasis on every child achieving the skills and characteristics necessary for success in all aspects of wider life. Reflection, resilience and risk-taking are explicitly taught as part of our mission to foster independent learners for life who reach their full potential. Our vision encapsulates our beliefs about not only the local community around us but also the ever-growing global community of our future. The school values are visible in everyday life at Gilberdyke and encapsulate everything we strive for:



Pupils refer to these as; “The Rs, (with an ‘A!’)”.

Staff and pupils alike are incredibly proud of the caring, warm and supportive feel our school offers. We constantly strive to nurture happy, positive young people who feel valued, safe and confident to tackle next steps and new things. Pupil voice and proactivity are integral to the life of our school. Parents/families and the wider community are openly invited and actively encouraged to contribute to school life and, wherever and whenever possible, share in the journey and successes of our children through this stage of their lifelong journey.

Modelling of these values is explicit. Children and staff create class codes of conduct together for what these look like in each classroom community and different areas of the school, for example the playground/field.

As a result of the clear vision, all children are supported in developing their own personal set of values and virtues through a curriculum that develops, supports and facilitates their growth academically, socially and emotionally.

## Leadership and Management

The Headteacher (Melissa Shirley) and Deputy Head (Jo Beeston) are responsible for ensuring that all aspects of the behaviour manual are consistent across the school. The SENCOs Anna Scargill and Jessica Farrow are responsible for ensuring that children who are SEND or those whose behaviours are escalating are supported through a graduated approach. Working alongside our school behaviour and inclusion lead, Jo Beeston, this team supports staff, children and families by formulating individual plans, strategies and support to ensure early intervention. They support teachers in meeting with parents and families so that we can work together in a shared approach between home and school. The Inclusion Team meets regularly with behaviour being a prominent feature on the agenda, ensuring a whole team approach.

## Schools Systems and Social Norms

### **Building Community and Rewards**

Building community and positive relationships inside school (in classrooms, across year groups and phases, in our school houses) sits at the heart of our successful and driven school.

Understanding, living, embodying and 'being' our school values permeates all aspects of daily school life and whenever possible, we extend this to our wider, village community.

Daily circles for every adult and child member of our school builds community and gives everyone a voice and an opportunity to be heard. Every member of the school community is welcome and given equal opportunity to express their feelings and discuss positive and negative emotions and events.

A sense of belonging is something we prioritise for every pupil and this starts in the foundation stage – it perpetuates that feeling of 'family' and feeling safe. Each class has their own identity; named after birds to reflect the context and with the intention of creating a shared 'family' vision for their class community, for example in the Y6 Eagles community, their mantra is 'We Fly Together'. Each class formulates their own 'code', aligned with the school values, which underpin daily dialogue, expectation and a strong sense of community and expectation with which they can hold others' to account or be held to account themselves.

Classes are called: Wrens (F1), Robins (F2), Finches (Y1), Kingfishers (Y2), Falcons (Y3), Kestrels (Y4), Ospreys (Y5) and Eagles (Y6).

Broadening this sense belonging, every child and staff member is placed into a school house on arrival at Gilberdyke and siblings are placed in the same team. Our House families are representative of the rural context and therefore named after trees; Horse Chestnut, Ash, Birch and Sycamore. We come together in house family groups throughout the year for different activities which promote personal development, with a primary focus on building community and belonging whilst being focussed on character

and entrepreneurial virtues like team work, effective communication. Older pupils have responsibility for the younger members of their house at these events, an expectation they aspire and achieve without exception.

### Rewards

Whilst we strive for our pupils to be intrinsically motivated to achieve highly in all aspects of life, recognition and reward is used widely to celebrate, communicate and share successes. They are explicitly linked to our values and the virtues we deem essential both now and in their future.

At Gilberdyke, our whole ethos is positive. Explicitly recognising the efforts, achievements, virtues and values which underpin our school's ethos starts with staff modelling the explicit language and vocabulary of the values; the R's (and an 'A!'). Praise, reward and recognition perpetuates motivation and more of the same from fellow pupils.

Individual reward, for example verbal praise, high fives, stickers are awarded very regularly to children in recognition of progress they make in any aspect of academic, social and/or emotional success. Staff ensure that the feedback they give recognises the explicit ways in which the child has earned it using affective statements such as;

*You have shown responsibility by being honest about what you did which has helped us solve the problem and I'm very proud of this.*

*You have remembered to join these letters in your writing without being reminded and I'm proud of your independence.*

*You have worked incredibly hard to complete all of these tasks in maths and been aspirational by completing the challenge question too – you should be very proud.*

Wherever possible and at every opportunity, staff use the wording of the school values in reference to pupils' successes – 'resilience, aspiration, positive relationships, responsibility, respect'.

Through very regular opportunities including PSHE, circle times and whole school assemblies, these key words are revisited to ensure the children know what they mean for both personal and learning behaviours.

A weekly celebration assembly recognises individual achievement in line with the values. We celebrate academic, social and emotional successes through *Worker of the Week* awards, and *Aspirational Presentation* awards (in line with our current school improvement focus on presentation and fluency across all subjects this year). Parents and as many family members as the child invites are welcomed at these weekly events, bridging the sense of shared pride between home and school for the individual child.

Collective reward features heavily in daily life at Gilberdyke and pupils express a strong sense of satisfaction and collective responsibility when aspiring for these.

- House Points: Pupils can be awarded house points from any member of staff, volunteer or visitor at school. House points contribute to a collective reward for every member of their school house at the end of each term.
- Golden Acorns: In recognition of when a class community have demonstrated success, progress, aspiration or high standards in their achievements or activities collectively, they can be awarded a golden acorn. Examples may include exceptional behaviour when out on a school trip and a member of the public praises them or when they demonstrate resilience if a difficulty or problem arises. When 10 are collected, there is a whole class reward. The pupils decide this collectively and examples may include; a movie, a bikes/scooters session on the playground.

Reward and Recognition is acknowledged in the following ways:

- Verbal praise
- Non-verbal praise – smiles, thumbs up, high fives
- Affective statements
- Stickers
- Individual awards in their classrooms
- Sharing their work with other members of the school community
- Showcasing of work on displays in the corridors
- Worker of the Week certificates
- Aspirational Presentation certificates
- Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents

### **Classroom Sanctions/Consequences**

The aim of sanctions and consequences employed by our school is to balance the system of reward when expectations have not been met/flouted. It is a system designed to give explicit information to pupils about how their behaviour has affected them/others, both in the immediate and future.

Pupils can expect, in all cases, a consistent approach to inappropriate behaviour/conduct.

As far as possible, consequences will be linked or related to the expectation that has not been met as a way of restoring the harm as appropriately as possible, for example, disrupting their table during learning time may involve being removed from the class community and 'paying back' time during break/lunch; defacing property would involve repairing/cleaning it and giving up some time in much the same vein as community service; making a card or writing a letter to a person they have been unkind to.

In accordance with 'Fair Process' (Restorative Practice) pupils who are not making the right choices are given time and space to de-escalate from the situation. In addressing

the behaviour, the focus will always be on the behaviour, not the child and an opportunity for the 'wrong doer' to repair harm.

When a child is ready they will always reflect on the behaviours using the structure of the five key restorative questions (Appendix D), and younger children will have a simplified version of this, usually 3 questions which frame the conversation. A harmed person will also reflect on the incident and have their voice heard, as well as an opportunity to say what they want to happen next.

If needed, parents are informed and invited to become part of the process so that consistent messages are communicated to the child and we can work together to achieve the best possible outcomes.

Examples of sanctions.consequences may include:

- Children missing break/lunch time
- Exclusion from their class community (until a restorative circle can take place) this will include an extended period of reflection
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources, making something for the person who has been harmed

In more severe or repetitive circumstances:

- Exclusion from the whole school community – spending time at another HCAT school reflecting on behaviours which have caused harm in their school community.

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 and developed to take responsibility for their actions.

The children and adults at Gilberdyke Primary are responsible for their own actions and the choices that they make.

## School Scripts and Affective Statements

### Affective Statements

Listed below are some examples of the affective statements which all staff can use with pupils at all stages of the behaviour process. Where possible these should be linked to the values.

To address pupils' behaviour when expectation has not been met:

○

### The Five Key Restorative Questions

These can be found at APPENDIX B. 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 for low level behaviours (such as a falling



out on the playground) or more formally using the forms for more serious or persistent behaviours.

## Individual School System for Dealing with low level behaviours

Step 1 - VERBAL WARNING AND 1:1 RESTORATIVE DISCUSSION – the pupil should be given a reminder of expectations (language linked to the values/class code) in the classroom setting in a positive manner and informed of next step if unwanted behaviour continues.

Step 2 - REFLECTION TIME IN ANOTHER PLACE IN THE CLASSROOM OR PARTNER CLASS - Child will be given reflection time. Move the child to another position within the classroom if appropriate to do so OR the child is to be relocated in the partner classroom. If this is at playtime or lunch, children are relocated to another staff member within the school or remain in the dining hall if at lunchtime. Children must reflect on their behaviour and be given an opportunity to put it right through the use of the key questions. Children then return to the classroom to put it right, e.g. explicitly laid out what 'good behaviour' in the classroom looks like.

Step 3 - Member of SLT, DEPUTY or HEAD TEACHER SUPPORTS THE PROCESS - If the child's behaviour is still unwanted after a period of reflection, the head teacher or deputy head teacher will be contacted to remove the child from the classroom environment. If child continues to have repeatedly inappropriate incidents, a meeting with the class teacher and parents will be held. A behaviour support plan will be put in place for the child to support them with their behaviour. If a serious one off incident occurs, the Headteacher may decide upon appropriate support or sanction.

## School Routines

### Coming into school

The school day starts at 8:45am and pupils are engaged in a focussed learning activity when they arrive in the classroom to promote a focussed start to the day. Prior to this, all teachers greet the children on the classroom door as they enter, welcoming them into the class community. Children are encouraged to use the feelings ladder as they come into the classroom.

Leaders greet families on their way into school at the gate in a warm and friendly way to ensure a positive start to the day.

### Leaving School

The school day ends at 3:30pm. Foundation Stage pupils can be collected from the unit from 3.15pm. There is a calm, organised and secure handover process at collection times. All pupils are dismissed from their individual classroom doors. Parents and carers are politely requested not to engage adults in communication at this point of the day for

safeguarding reasons to ensure that staff are fully able to concentrate on dismissing pupils carefully and safely – alternative communication includes waiting until all the children have been dismissed or calling in to the office to request a phone call from the teacher.

Children who have signed permission to walk home independently are released from their classroom at 3.30pm.

### **Lunchtimes**

All classes are taken to the dining hall by the class teacher to support the transition from the classroom environment to the lunchtime period.

Timings are as follows:

- Foundation Stage (Wrens & Robins) – 11.40 until 12.30pm
- KS1 (Finches & Kingfishers) – 11.50 until 12.40pm
- KS2 – Falcons, Kestrels, Ospreys & Eagles) - 12.10 until 1.00pm

All classes from foundation stage to Kestrels will enter the dining hall to eat their dinner at the start of their lunch break and then go out to play afterwards.

Ospreys & Eagles will go out to play at 12.10 pm and then a whistle will be blown to alert them to enter the dining hall to eat their dinner.

We are aspirational about our expectations in the dining hall. Pupils are expected to:

- Sit down at the table
- Use their cutlery (not fingers), asking for help if needed
- Put their hand up and remain in their seat if they need help
- Talk politely and respectfully to their peers/friends on the table
- Clear their plate (not EYFS until the summer term) and leave the table in a respectful state for the next pupils to use

### **Going to the toilet**

Children are allowed to go to the toilet if they need to during learning time, alerting their teacher beforehand. Each phase has their own block of toilets and our expectations are clearly displayed in these areas to remind pupils of the high standards we consistently expect.

### **P.E**

Children can come to school on P.E days in their kit. They are expected to wear their Gilberdyke jumper/hoodie on these days and not general sports wear.

### **Jewellery**

It is not safe for pupils to wear jewellery at school. Running around at break and lunchtimes poses a risk if they are wearing jewellery. We encourage children who want

their ears pierced to have it done at the start of the six weeks holidays. Children can not participate in P.E or sport wearing any jewellery, removing earrings or covering them with plasters if they cannot be removed.

## High Level and Repeated Behaviours

### Repeated Low-Level Behaviours

When behaviours are ongoing parents are involved at an early stage. A behaviour support plan is put in place that is bespoke to the needs of that child and follows the assess, plan, do review cycle to ensure it is relevant and updated when needed. The aim is for early intervention and discussion to find the underlying cause of the behaviour. 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 the challenging behaviours before it spirals.

### High-Level Behaviours

All high level behaviours must be brought to the attention of a senior leader. These include:

- Violence
- Ongoing bullying and harassment including online bullying
- Vandalism
- Bringing any illegal objects onto school premises
- Sexual exploitation, sexual assaults, sexual language or sexual harassment including the sending of sexual images.

High level behaviours will be dealt with on an individual basis using the HCAT behaviour approach outlined in the flowchart below.

## 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 SENCOs, behaviour lead and senior leaders will support staff in developing individual plans. Individual behaviour plans will always be done in collaboration with parent.

## Staff Induction and Development

All new staff will have training in behaviour management, restorative practice and the behaviour and culture manual when they start the school. Behaviour and culture updates

are done termly after they have been reviewed by SLT. Testing the culture is done by leaders during monitoring activity, including learning walks, to ensure that staff who need support are given it in a timely way.

SEND training and continuous professional development is also completed half termly in order for all staff to understand the barriers to learning which children face and how we may support each pupil to overcome them through the adaptations we make to teaching.

## Pupil Transition

Effective, well-planned transition is highly valued at Gilberdyke and support pupils, families and staff in being better prepared for change. Planned transition happens for every child, in every year group as well as every staff member at the end of the school year prior to the summer holiday.

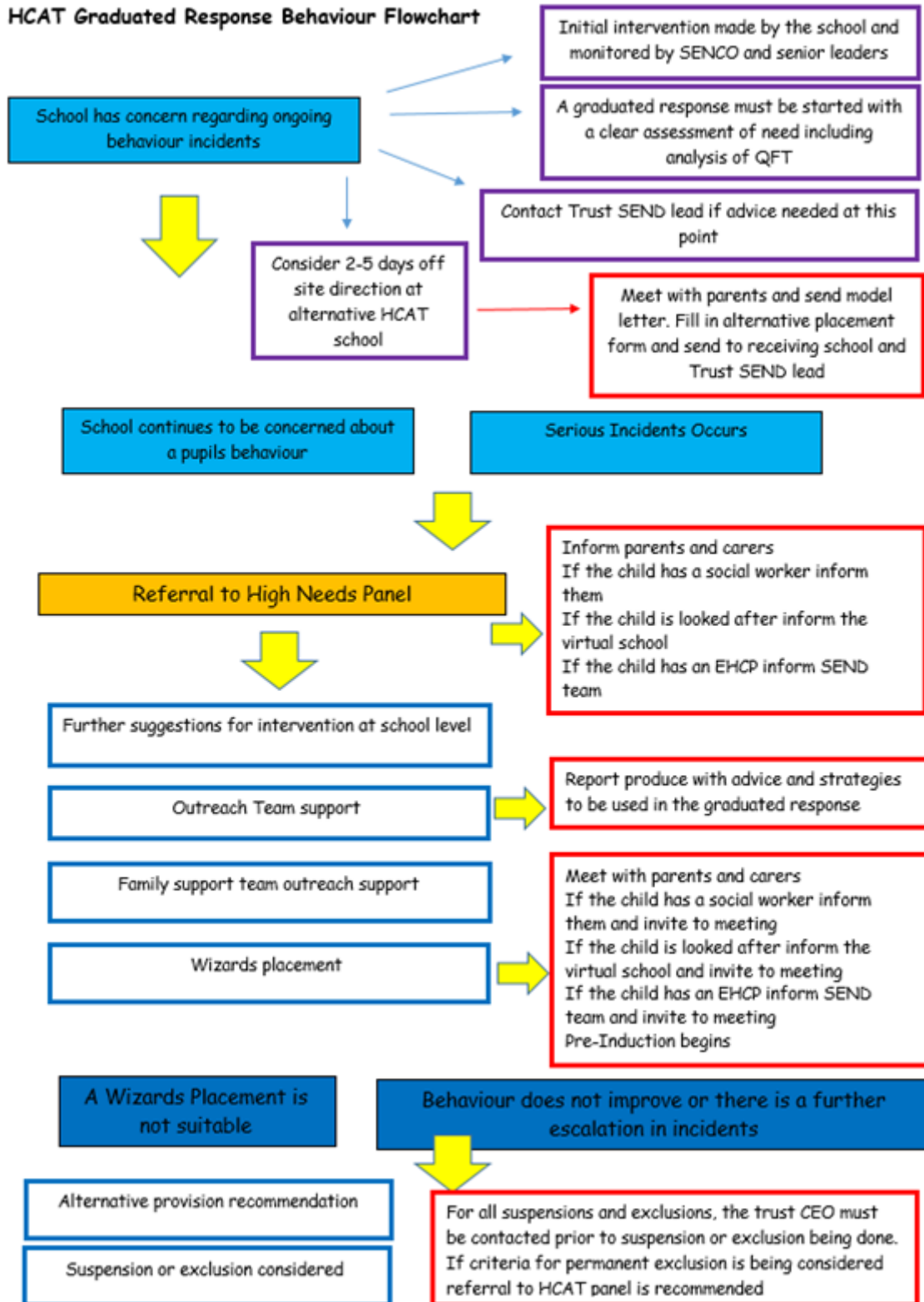
All foundation stage children will have a home visit prior to starting school so we can get to know the child and start to build positive relationships with families. Foundation 1 children will be invited to planned stay and play sessions prior to starting with us to aid transition. Foundation 2 children who have not attended our F1 provision, as well as those who have, are encouraged to come to school full-time in the last week of the summer term for transition week. This allows the children to become familiar with staying all day, including for their lunch, and how the day might look in terms of structured input times where they are taught in a group, balanced with self-initiated activity across the indoor and outdoor environment.

In all other classes children move up to their new teacher in the last week of the summer term. Relationships can be built, familiarly with new routines and ways of working occurs during this time and the class start to map out their new class 'code' linked to the school values.

Transition meetings are held between staff in the summer term to pass on all important information about pupils.

APPENDIX B

**HCAT Graduated Response Behaviour Flowchart**



## APPENDIX C: Absconding Protocols

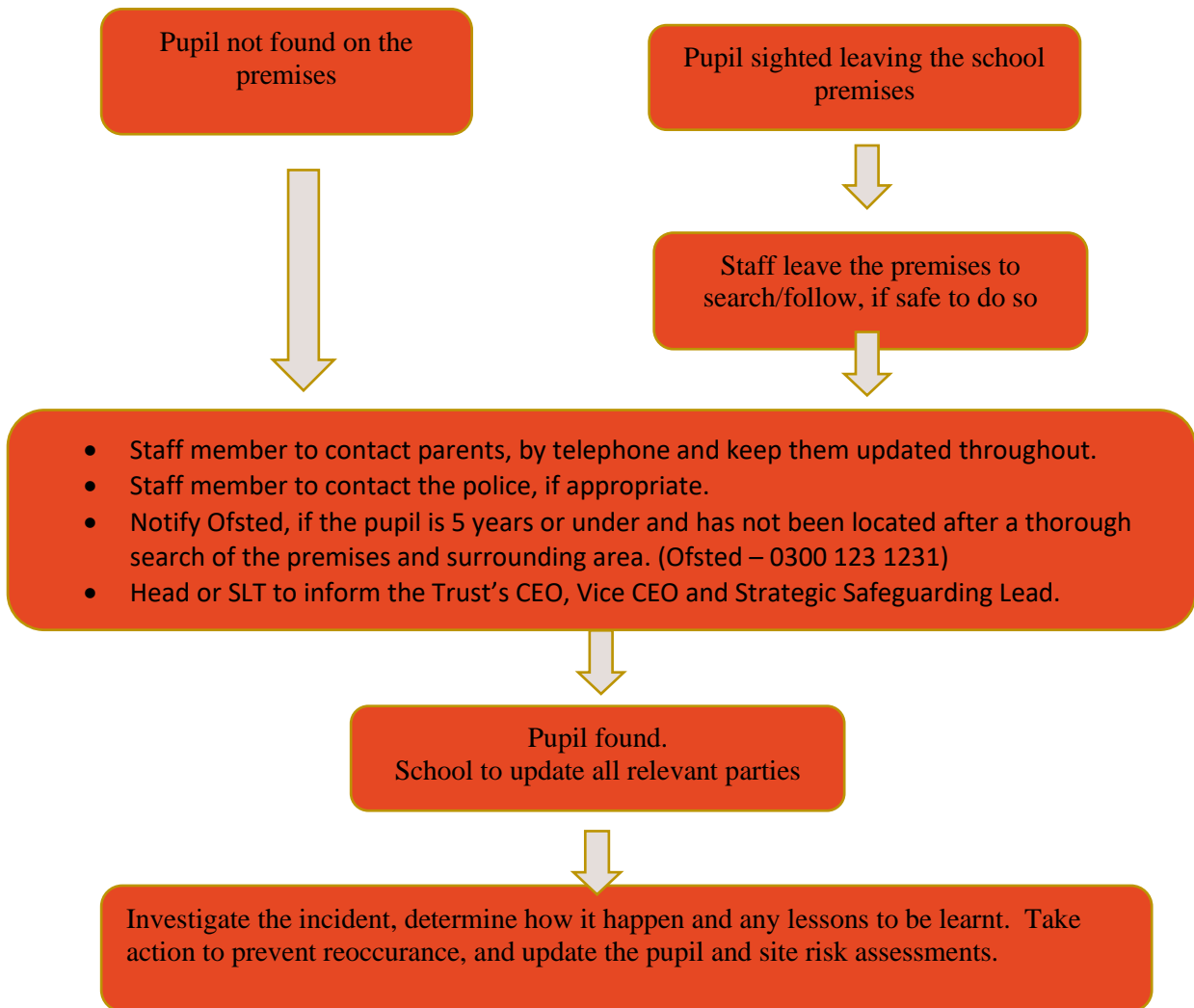
### HCAT Protocols, if a child is missing or absconds.

Please note: these are guidelines only. Heads' and Senior Leader must utilise their professional judgements at all times.

**Staff check location of pupil, if pupil is still on the premises by:**

Checking the last known location, known hiding points / calm down areas / areas pupil may regularly go to if absconding.

Man, any points of easy exit from school grounds / building, whilst others sweep building / grounds systematically.



A detailed account of actions taken should be recorded, which include the following:

- Pupil's name and DoB
- Date and time the pupil left the premise, if known.
- Dress, appearance, distinguishing features.
- Times of when parents, police and Trust Leads notified
- Timeline of the full event, including when the pupil was located and where.
- Outcome of the investigation, including sanctions, if applicable.

**APPENDIX D :**  
**Affective Statements**

Listed below are some examples of the affective statements which all staff can use with pupils

Statements

- I was very disappointed when you did that to John.
- I am upset and angry by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe the action) was very disrespectful.
- I feel disrespected and angry when you ignore me.
- I am sorry that I misunderstood the situation.....
- I feel really proud of you when I heard.....
- I feel really pleased and encouraged that you made the right choice.
- I respected your honesty and thank you.
- I want to thank you for your cooperation.

**Restorative Questions**

To be used by adults and children to support situations where harm as been done.

Questions

- What happened? – followed by:
- What were you thinking about when you did that?
- How did your actions affect.....?
- How do you think.....felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had it had on me?**