



Behaviour and Relationships Policy

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03.07.2024	1.1	New table of behaviour and updated flowchart	Nick Hutchings	FGB	03.07.2024

This policy should be used in conjunction with:-

- Child Protection Policy
- Anti-Bullying Policy
- Physical Restraint Policy

Aims:

At Hamilton Primary School our aim is to create a culture that makes everyone in the school community feel valued and respected. At Hamilton Primary School we have high expectations of behaviour and personal achievement for all of our children. This is established by providing a caring and stimulating environment. Pupils are encouraged to be independent, develop self-control and show respect for others.

We believe that good behaviour and high levels of wellbeing promotes effective learning. Staff, children and parents/carers themselves are essential in ensuring that this is understood and maintained.

Our Code of Conduct is:

Be Kind

Be Safe

Be Responsible

This is supported by our Core values:



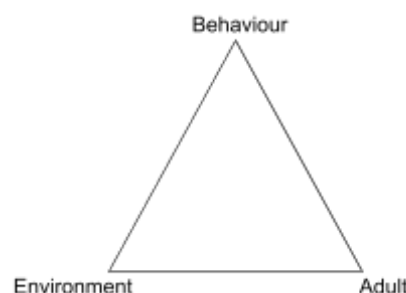
An Understanding of Behaviour:

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction) - connection seeking
- Tangible (a way of gaining access to an item or activity)
- Whether the behaviour is conscious or unconscious.

Staff work alongside each other to understand the behaviour and try to identify a need. They consider what can be changed to make things better for tomorrow.

“If you can’t change the behaviour, change the circumstance in which the behaviour occurs”.



Types of Behaviour

Prosocial	The 'model child' - those that are following the policy and 'doing the right thing'.	
Unsocial	Do not seek connection or association with others. Unwilling or unable to behave sociably in the company of others or follow instructions but not to the detriment of self or others.	
Antisocial	Difficult	Antisocial but not dangerous, e.g. throwing a chair across the room is difficult.
	Dangerous	Will imminently result in injury to self or others. Damage to property or behaviour that would be considered criminal. Throwing the chair across the room at a child or teacher is dangerous.

Pupils with SEND

We expect all children at Hamilton Primary School to abide by our Code of Conduct, Core Values and high expectations of behaviour. We want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. We will make reasonable adjustments for these children.

To monitor this there will be:

- Regular meetings between teachers and parents/carers.
- Specific targets for improved behaviour. A Personalised Distress Management Plan (*appendix ix, page 16*) may be put in place and shared with all adults involved with the child at school.
- Regular meetings with the SENCo to discuss progress.

All staff will be aware of the plan and be supportive of the needs of the child.

Other children requiring additional behavioural support

On occasion, there may be a child that does not have existing SEND provision but requires further and more specific support with their behaviour. In this case, the STEPS Process (*appendix ii, page 9*) will be initiated, moving to the completion of a Personalised Distress Management Plan (PDM Plan) if necessary (*appendix ix, page 16*).

For any child working with a PDM Plan, it is crucial that all adults involved with the child have read this document. Parents will be made aware by class teachers that the STEPS process has begun and will be kept informed along the way.

Foundations of our practice: (*appendix iii, page 10*)

- Consistent Adult Behaviour.
- Over and Above Recognition.
- Relentless Routines.
- Scripting Difficult Conversations.
- Restorative Follow Up.

Explanations of the foundations of our practice:

Consistent Adult behaviour

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries at all times, enabling children to feel safe. Adults will model our Core Values and Code of Conduct and be calm and caring. They meet and greet children with a smile and show visible kindness and deliberate botheredness. Adults will:

- Give first attention to best conduct.
- Persistently catch children 'doing the right thing'.
- Use consistent language.
- Foster the belief that there are no bad children, just bad choices.

Over and Above Recognition

Prosocial behaviour is promoted throughout the school in a clear and consistent way. All staff use positive behaviour management approaches, for example proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices.

Pupils will follow our school 'Code of Conduct and Core Values' and act in a respectful and responsible manner. Good behaviour is recognised sincerely. This can be done in a variety of ways and may vary according to age and stage of the children. These can include:

- Verbal praise.
- Communication Cards.
- Phone calls home.
- Certificates.
- Showing work to another class/adult/SLT.
- Celebration assembly.

Relentless Routines

We are committed to making our school a safe and calm environment. Having clearly defined routines help us to remain consistent. Routines help children feel safe and secure.

We do this by:

- Meeting and Greeting with a smile.
- Calmly and Sensibly Lining Up.
- Safe Walking around the school.

Scripting difficult conversations

At Hamilton Primary School, we believe that difficult conversations need to be scripted so that all staff are consistent when dealing with children in their classes and across the school. It is important we address the language we use so that children know what to expect in any situation.

As part of our Stepped Interventions we will use the following 'microscript' as a guide to refocus behaviour:

Notice the behaviour: "I've noticed that...."

Reminder of rules: "You know the school rules 'Be Kind, Be Safe, Be Responsible'."

Refer to previous positive behaviour: "I know you can..."

Explain the behaviour you need to see: "I expect you to... Thank you for listening."

Restorative Follow Up (appendix x, page 17)

Not every incident will need to be followed up with a restorative conversation but they are needed specifically when behaviour dips below expected standards.

A restorative conversation is more than a process or a set of questions. The key emphasis of these conversations is that children understand how their behaviour has impacted others.

Sometimes the following restorative questions are too much for a particular/younger child, choose two (*) that are most pertinent to the incident instead.

1. What has happened?
2. What were you feeling at that time?
3. Who has been affected by the actions?*
4. How have they been affected?
5. What needs to be done to make things right?*
6. How can we do things differently in the future?

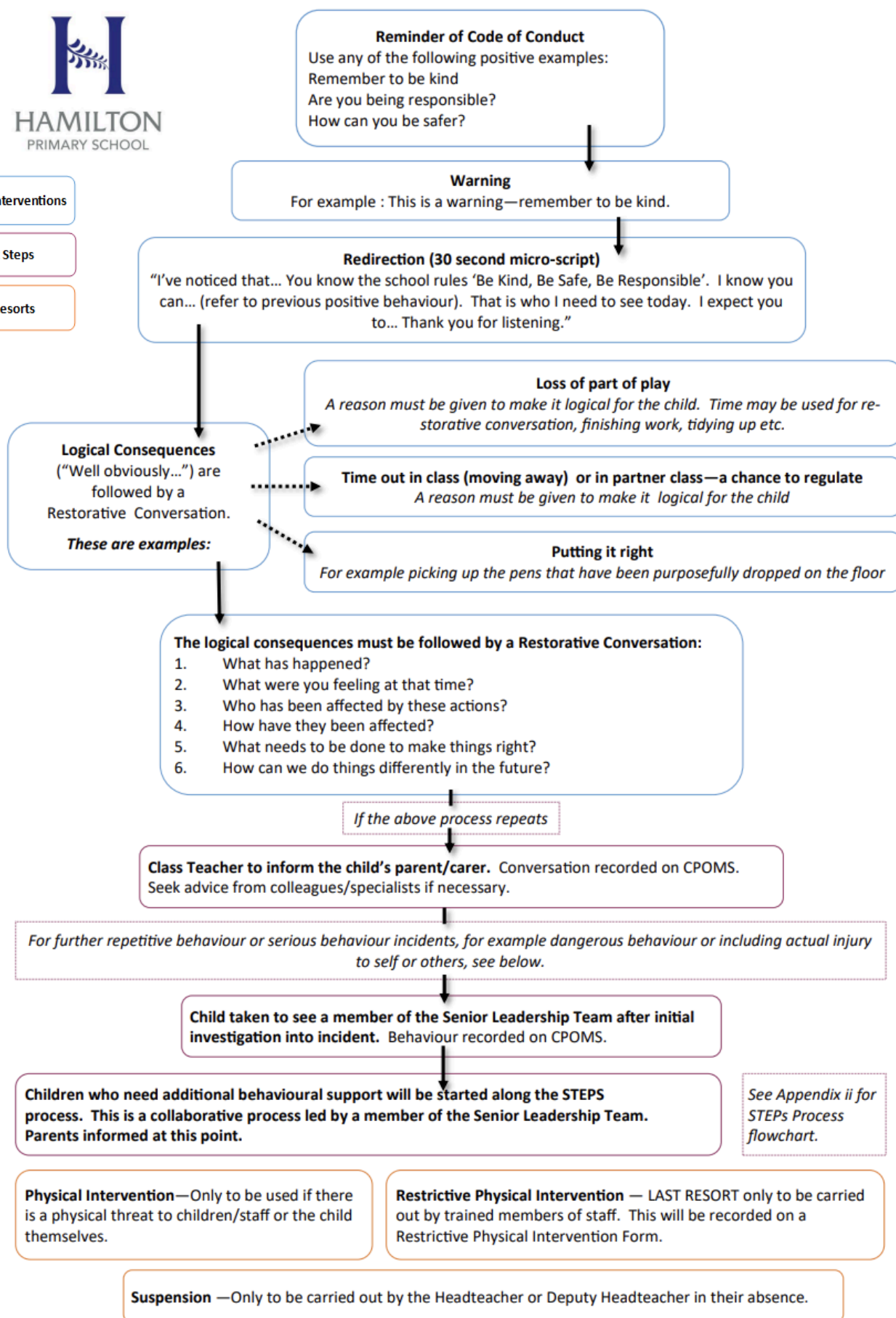
Stepped Interventions

At Hamilton we use Stepped Interventions within class and try to keep children in their classroom as far as possible. Children are also supported to learn from their behaviours and taught how to manage situations differently if there is a 'next time'.

In class, and around the school, teachers use a variety of behaviour management techniques and strategies. For example some of the following:

- Tactical Ignoring.
- Non-verbal signals.
- Proximal Praise.
- Offering a choice.

The below is a list of Stepped Interventions (*appendix i, page 8*) and the order in which they should be followed, once behaviours can no longer be managed using existing classroom strategies. Sometimes a specific behaviour requires a higher level of intervention.



Hamilton Primary School Class Behaviour Consequences Chart

Below are examples of behaviours and the possible consequences

Unsocial behaviours (not making an effort to behave in a social way with others)	Anti-social behaviours (behaviours defying the rights of others)	Difficult behaviours (behaviours that cause harm to an individual, the community and/or the environment)	Dangerous behaviours (behaviours that are intentional and conscious that are likely to cause injury, harassment, distress or alarm)
Examples of behaviours	Examples of behaviours	Examples of behaviours	Examples of behaviours
Not being on task/wasting time Interrupting the lesson Inappropriate movements around the class or school Interfering with others' property Not allowing children to join in Making silly noises, gestures or actions Talking whilst the teacher is talking Not lining up appropriately Distracting other children Talking in assembly	Intentionally ignoring adult requests 'Back-chatting' an adult Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around Minor damage to property that does not belong to them Having disrespectful conversations to or about others Making fun of others/deliberately winding them up Dropping, throwing, flicking, damaging or misusing – objects, food, or equipment in any area of the school Refusing to follow instructions Intentionally swearing- to cause offence Intentionally poking, prodding, pushing, kicking, tripping etc. Misuse of toilet areas Demonstrating disrespectful attitude/behaviour towards others Deliberately targeting others Demonstrating confrontational attitude/behaviour towards others	Placing themselves in danger Making verbal threats of violence Intentionally spitting Deliberate/Intentional defiance Severe verbal abuse (may or may not involve swearing) Fighting and/or causing injury to others Significantly/deliberately damaging property that does not belong to them Endangering others with equipment or objects e.g. chairs, tables Leaving the learning environment without permission or a prearranged reason to do so Stealing Intentionally hitting, kicking or slamming windows/doors/fences	Demonstrating actions which affect the health and safety, welfare and learning of members of the school community Leaving the school grounds Using severe physical violence towards others with intent to cause harm/damage Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm Throwing school furniture with intent to cause harm/damage Deliberately throwing stones/ objects at others or property Behaviours will imminently result in injury to self or others. Damage to property or behaviour that would be considered criminal.
Examples of Consequences	Examples of Consequences <u>teacher to inform parents if incidents are repeated</u>	Examples of Consequences <u>teacher to inform parent</u>	Examples of Consequences <u>SLT to inform parent</u>
Reminder of the code of conduct: Be Kind, Be Safe, Be Responsible Warning from a member of staff Redirection using a micro script Moving seats in class Being told to play in another area of the playground	Warning from a member of staff Redirection using a micro script Moving seats in class Time out in class or another class Putting it right Being told to play in another area of the playground Repeated incidents will be brought to SLT.	Meeting with member of SLT to investigate and internal consequence (loss of play/lunchtime) Removal of privilege Putting it right Repeated incidents will trigger STEPS Process Suspension (Head's discretion)	Time out with a member(s) of SLT Suspension (Head's discretion) Permanent Exclusion (Head's discretion)

If a member of staff needs support, they send their Lanyard with a child to another adult for support.

Lunchtimes

Staff are trained in lunchtime games in order to reduce antisocial behaviour and promote prosocial behaviours. Together with an atmosphere of first attention to best conduct, the MDAs follow the same stepped interventions as above. For more serious behaviours:

MDA to pass on to Class Teacher if a child has had a consequence related to behaviour at lunchtime
Child taken to see Senior MDAs for initial investigation into an incident (<i>For more serious behaviour incidents, for example dangerous behaviour. This may include actual injury to self or others.</i>)
Then taken to Senior Leader for next step (Senior Leader notes CPOMS)
Physical Intervention is a LAST RESORT. <i>Only to be used if there is a physical threat to other children/staff or the child themselves. Only trained staff should engage in this.</i>

Fixed term (suspensions) and permanent exclusions

This policy will pay due regard to the DfE guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for exclusions of any type will result in evidence being gathered to ensure that exclusions are lawful, reasonable and procedurally fair.

Only the Headteacher can make the decision to exclude. In their absence, the Deputy Head can make the decision to exclude.

Exclusions can be either for a fixed period (suspension) or permanent.

Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Suspension or Permanent Exclusion will be considered for the behaviour of children outside of the school. Any decision to do this will be made in line with the principles of administrative law, i.e., that it is: lawful, reasonable, fair and proportionate.

When establishing the facts, the pupil's views will be taken into account, before excluding unless it would not be appropriate to do so. The pupil will be informed of how their views have been factored into the decision made.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as needed.

Who will be informed?

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Parents may wish to seek further advice via the government guidance:

[School exclusions: guide for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-exclusions-guide-for-parents)

The Headteacher will also notify without delay the Local Authority of any suspension or permanent exclusion.

The headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

Behaviour outside of the school grounds

The school will take into account poor behaviour that takes place outside of the school gates. Pupils may be disciplined for:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way other identifiable as a child at the school.

Or for misbehaviour at any time whether or not the conditions above apply, that;

- Could have repercussions for the orderly running of the school or
- Poses a threat to another child or member of the public or
- Could adversely affect the reputation of the school.

The Headteacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head.

Child on Child Abuse

The school recognises that children can suffer abuse from other children on the school site. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted.

The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator and then parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term exclusion (suspension) whilst an investigation takes place.

Other agencies will be contacted, and these may include, but are not limited to; Children's Social Care, the Police and/or the Health team.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Headteacher and any authorised staff can search pupils where they have reasonable grounds to suspect that they have a prohibited item on them. The list of items as defined by the DfE is below:

- knives and weapons;
- Alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - vaping products;
 - fireworks; and
 - pornographic images.

Reintegration after a suspension

A meeting will always be held with either the Headteacher, or Deputy Headteacher with the pupil and their parent/carer in which the school will communicate to the pupil that they are

valued, and their previous behaviour should not be seen as an obstacle to future success. On arrival at the school, the pupil will be greeted and offered a number of strategies during the meeting to support their return to school. These may include, but are not limited to:

- Planned pastoral interventions;
- Mentoring by a trusted adult;
- Receiving external support.

Monitoring and evaluation

All staff have a responsibility for monitoring behaviour at Hamilton Primary School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal.

How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015)

The school recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

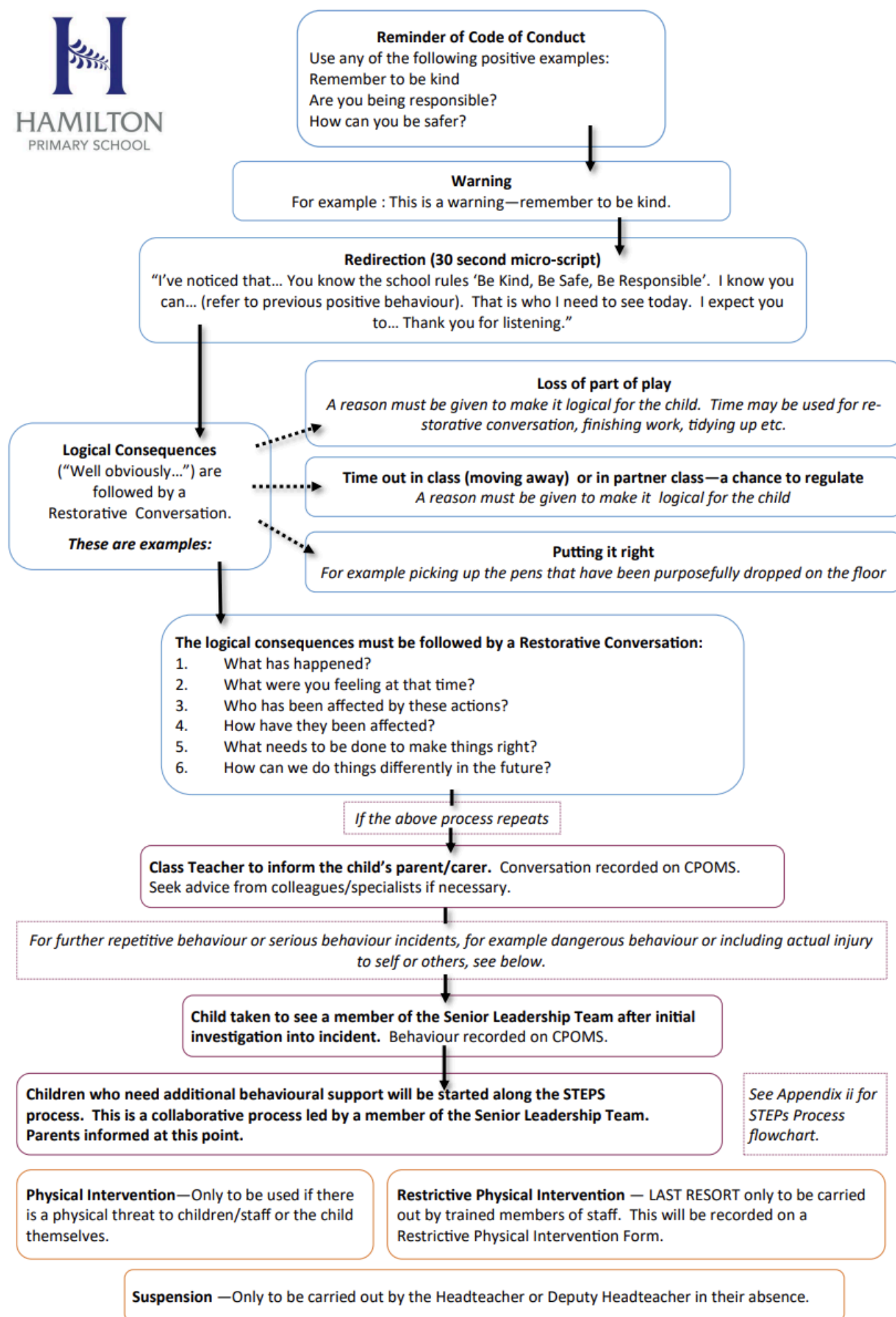
The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is ‘a set of ideas which could justify vilification or violence against individuals, groups or self.’

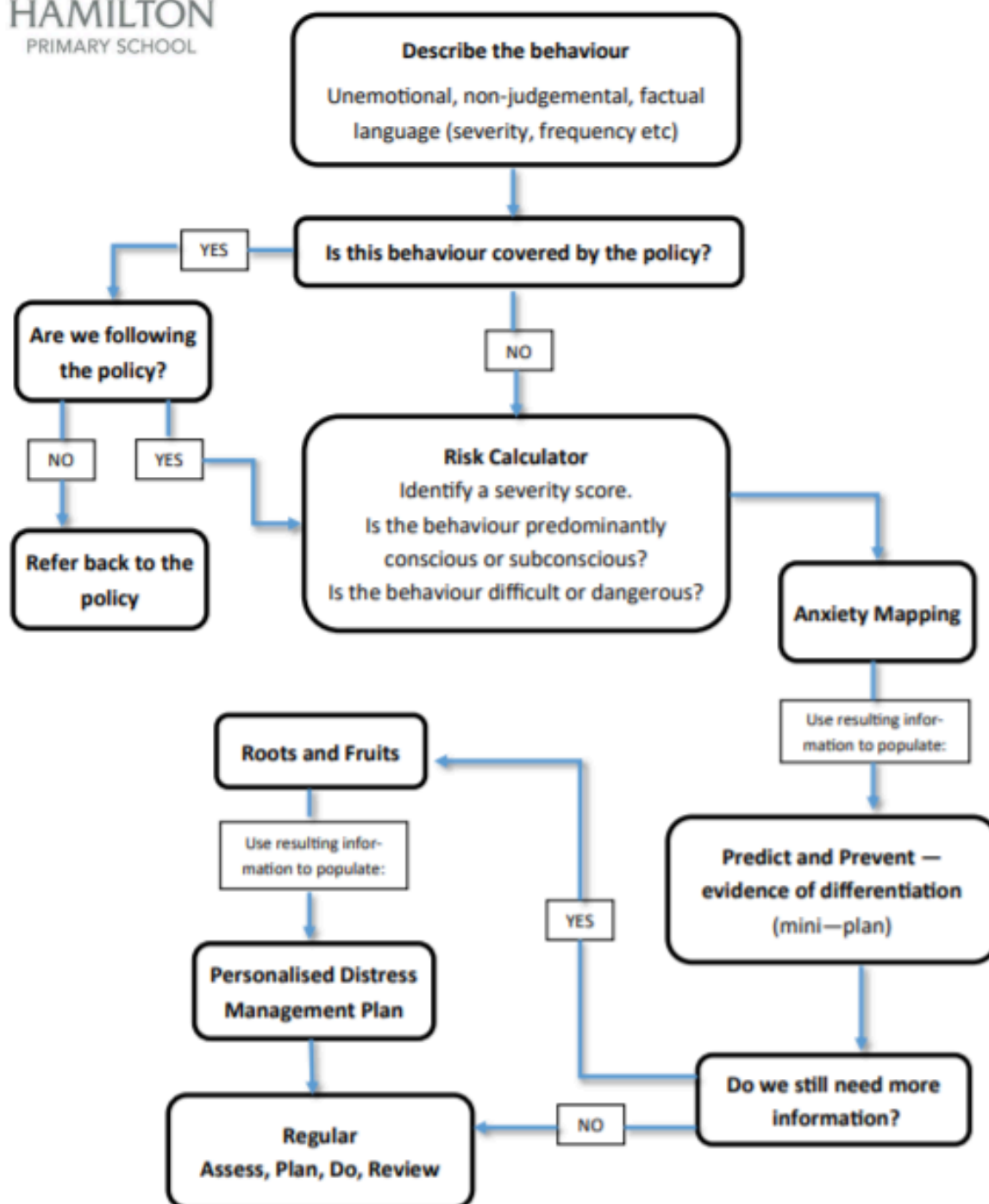
Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a child is expressing opinions which may cause concern. Staff report these concerns to the Designated or Deputy Designate Safeguarding Lead for Child Protection. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our children’s experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

Appendices

- i - Stepped Interventions Flowchart (p.11)
- ii - STEPS Process Flowchart (p. 12)
- iii - Behaviour Blueprint (p.13)
- iv - Inclusion Circles Master (p.14)
- v - Risk Calculator Master (p.15)
- vi - Anxiety Mapping Master (p.16)
- vii - Predict & Prevent Master (p.17)
- viii - Roots & Fruits Master (p.18)
- ix - Personalised Distress Management Plan Master (p.19)
- x - Restorative Questions Flowchart (p.20)
- xi - A summary of the governing board’s duties to review the headteacher’s exclusion decision (p.21)



STEPS Process Flowchart for Analysis, Understanding and Planning



Adult Behaviour	Over and Above Recognition	Our code of conduct
Calm, consistent and fair	Verbal Praise	Be Kind
Give first attention to best conduct	Communication Cards	Be Safe
'Deliberate botheredness'	Phone call home	Be Responsible
Meet and greet with a smile	Certificates	
Recognise positives	Showing work to another class/adult/SLT	
	Celebration Assembly	



Stepped Interventions	Restorative Questions
<ul style="list-style-type: none"> Reminder of rules Warning Redirection (30s microscript) Logical Consequence ("Well, obviously...") are followed by a Restorative conversation 	<ol style="list-style-type: none"> 1. What has happened? 2. What were you feeling at that time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future?

Microscript

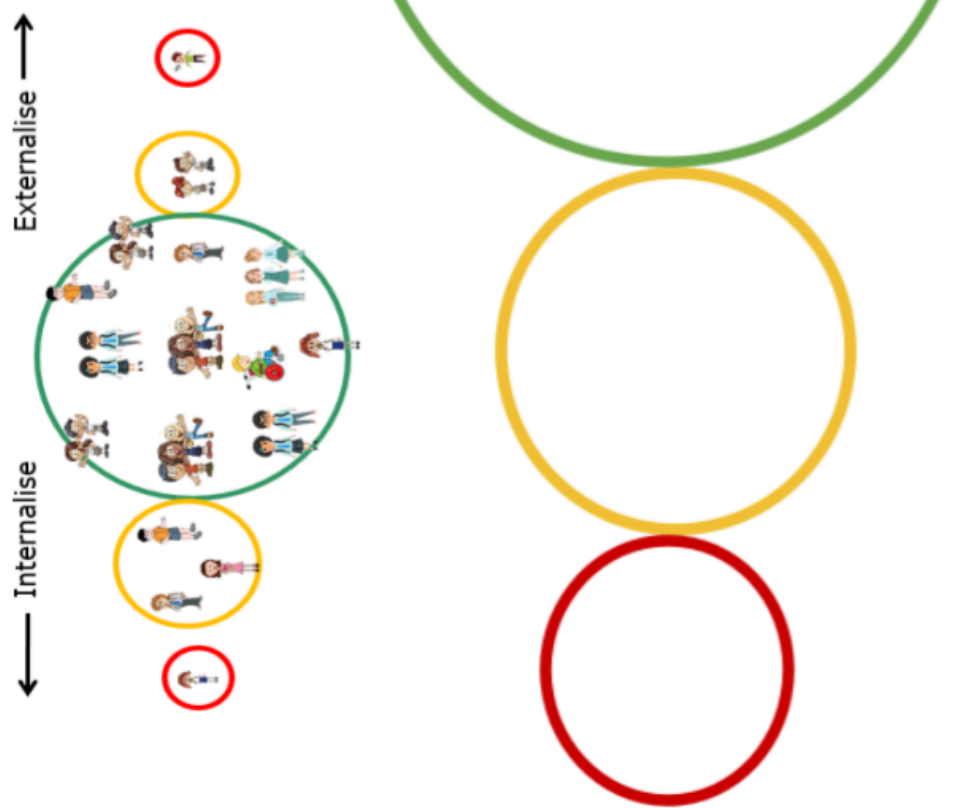
Notice the behaviour: E.g. "I've noticed that..."
Reminder of rules: E.g. "You know the school rules, 'Be Kind, Be Safe, Be Responsible'."
Refer to previous positive behaviour: E.g. "I know you can..."
Explain the behaviour you need to see: E.g. "I expect you to... Thank you for listening."

Relentless Routines

Safe Walking

Lining Up

Meet & Greet



Risk Assessment Calculator

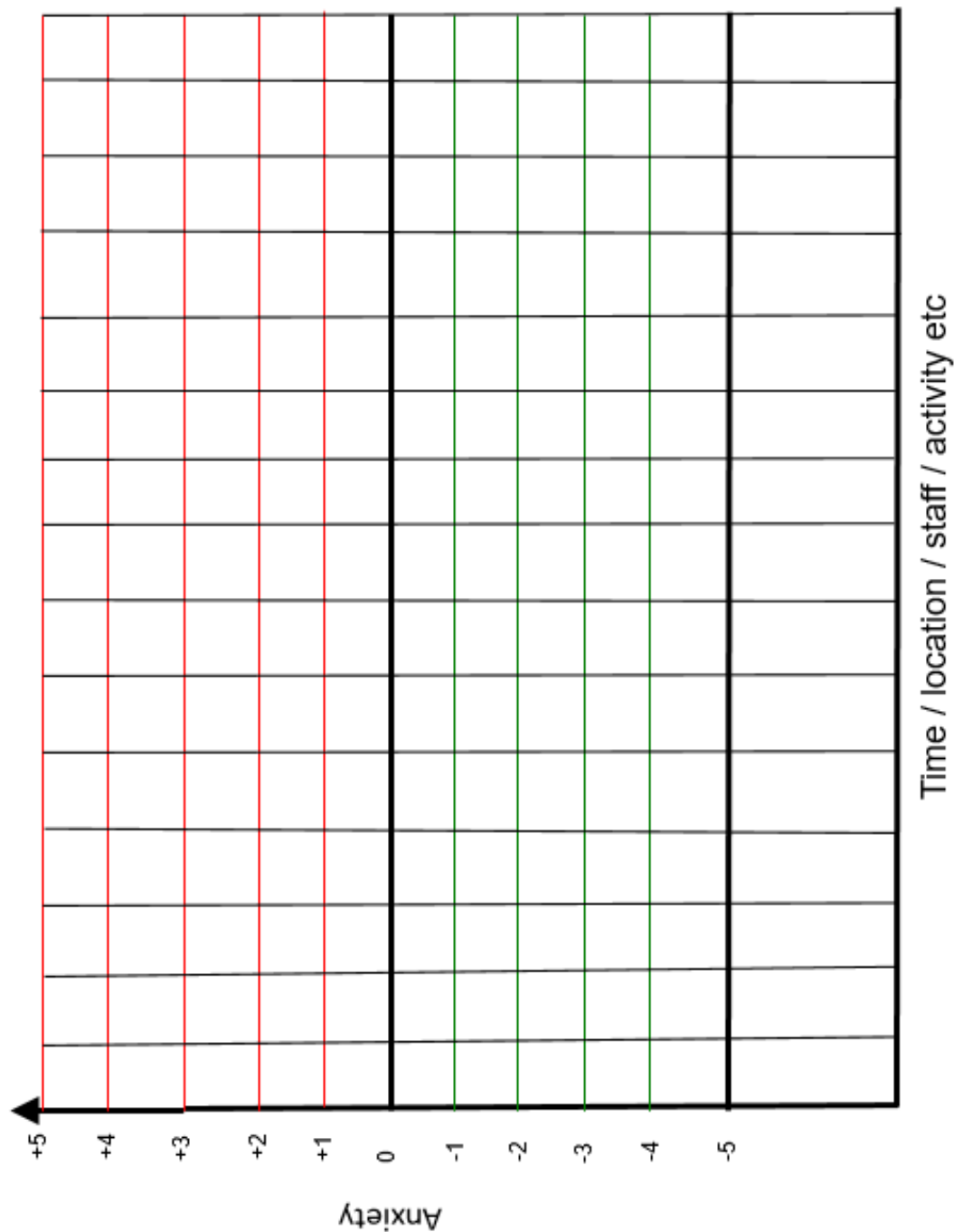
Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources, e.g. requiring first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources, e.g. significant distress, extensive damage, requiring hospitalisation, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved, e.g. loss of life or permanent disability, sectioned mental health, loss through arson, emotional trauma requiring counselling or critical property damage.
Probability	
1	Yearly or less. There is evidence of historical risk and no evidence of current risk. No identified triggers remain.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent and constant.

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page.

Anxiety Mapping

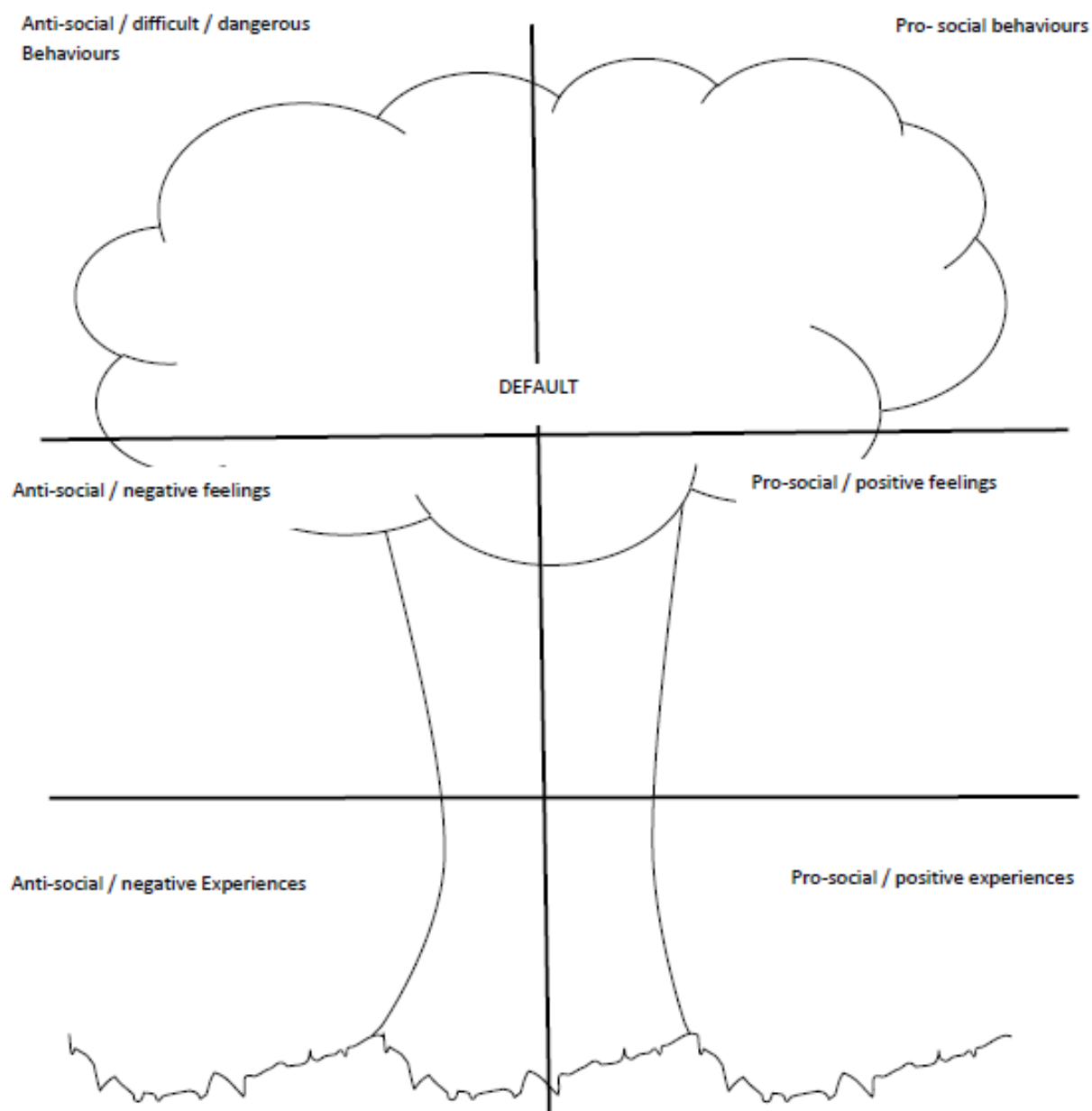


Predict and Prevent

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of Action <u>Prevent it</u>
Raised Anxiety	+5	These items overwhelm the pupil • • • • •	Planned differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased Dependency	-2	These areas run the risk of developing an over reliance • • •	Monitoring needed • • •
	-2	These areas have developed an over reliance • • • • •	Differentiation needed to reduce this over reliance • • • • •
	-5		

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



Personalised Distress Management Plan

Name	DOB	Date	Review Date
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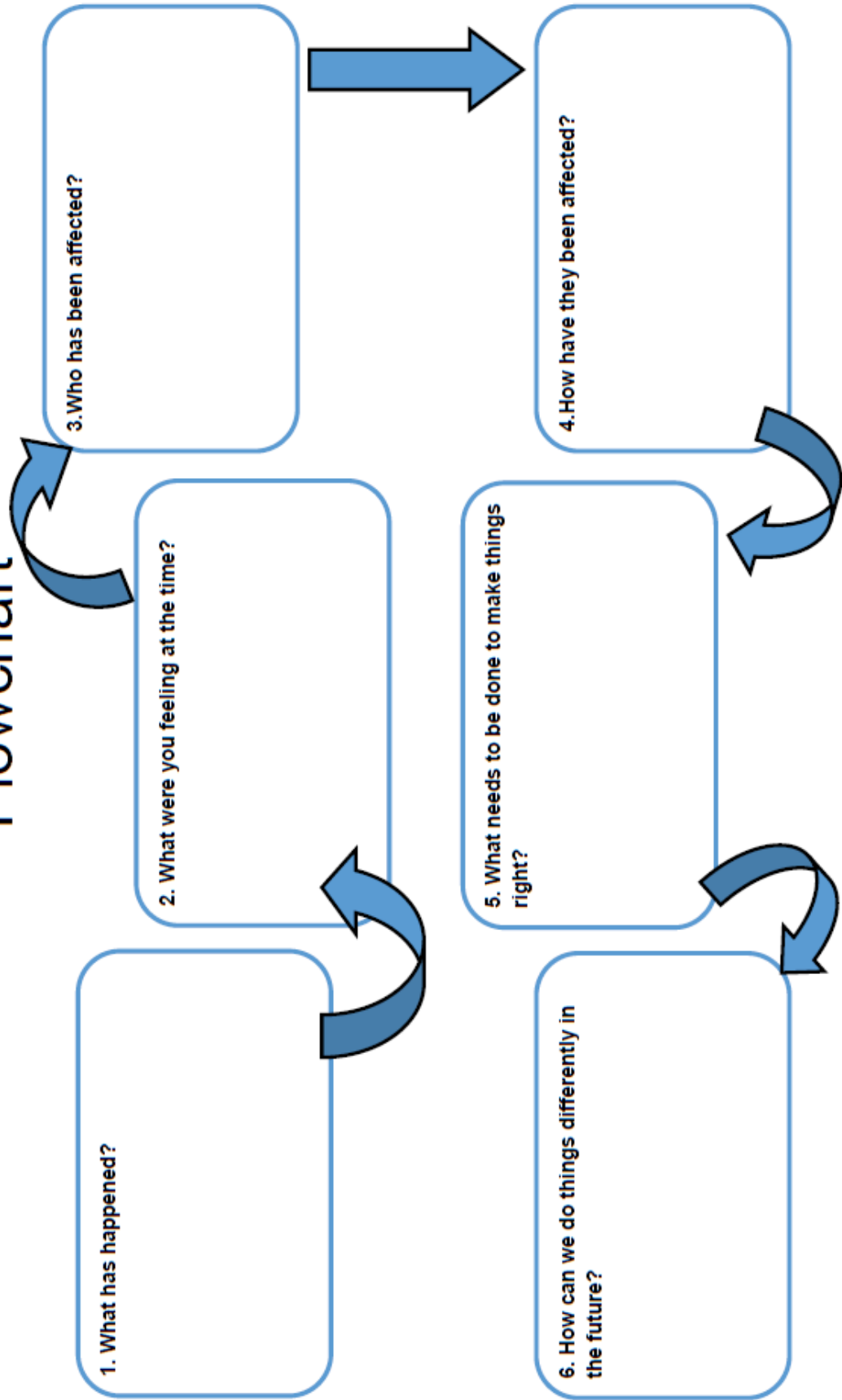
Photo	Risk reduction measures and differentiates measures (to respond to triggers)		
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Pro social / positive behaviour		Strategies to respond
Anxiety / DIFFICULT behaviours		Strategies to respond
Crisis / DANGEROUS behaviours		Strategies to respond
Post incident recovery and debrief measures		

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Restorative Questions Flowchart



A summary of the governing board's duties to review the headteacher's exclusion decision

