



# Harrietsham Church of England Primary School

## Positive Behaviour Policy

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**Harrietsham Church of England Primary School**  
**Positive Behaviour Policy**

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## ***'Nurtured We Flourish'***

### **School Context:**

#### **Harrietsham CEP Vision Statement**

*We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.*

### ***“Nurtured we flourish”***

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children’s learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

#### **Our Values**

The roots of our vision are in the parable of the Mustard Seed.

*‘The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches’.*

***Matthew 13 31-32***

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

### ***Love, Fellowship and Forgiveness***

## **Introduction:**

All of the experiences that we offer our pupils, and the way our community behaves towards each other, are shaped by our vision and values.

The school's vision and values have shaped this policy - as we welcome everyone into our warm and inclusive environment, enabling them to flourish. When thinking about behaviour management, the safety and wellbeing of our whole school community is of the highest importance, as without this children and adults cannot flourish.

At Harrietsham Church of England Primary School, the emotional health and wellbeing of our whole community is paramount to being a successful school. We promote a caring, supportive and inclusive ethos, which develops respect, self-esteem and gives a sense of belonging and voice for all. We are committed to being an emotionally safe and shame free school for both our adults and learners.

We understand that behaviour is not always consciously planned and is a form of communication and an expression of an underlying need that must be interpreted and responded to appropriately. Our adults will seek to understand behaviour and its roots by questioning and reflecting through restorative conversations. At Harrietsham Church of England Primary School behaviour is supported with compassion and kindness, rather than blame and shame. We have an equitable approach when supporting children and understand that children need personalised responses to supporting their personal development and well-being. Consistency does not mean responding in the same way to each behaviour, it means responding in a way which is consistent to our values.

Our pupils are praised for thoughtful and loving acts. Our positive behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour through our Christian value of love and the restorative nature of forgiveness. Behaviour is everyone's responsibility, reflecting the fellowship we strive for in school.

We use a combination of values-based teaching and learning, relational practice and restorative justice to ensure our school is a safe place for all. We nurture every learner and support their cognitive, emotional and social development without the use of shame, fear or punishment. Every child will have their rights respected, their voice heard and the opportunity to belong here.

At Harrietsham Church of England Primary School we are 'Strong on Boundaries, Big on Heart'.

## **Aims:**

- To develop an emotionally safe learning environment that nurtures positive outcomes for every child.
- To foster an inclusive learning environment that ensures every learner is supported to learn.
- To focus on trauma-aware and neuro-informed preventative teaching and learning strategies to ensure lessons challenge, develop and meet the needs of all children.
- To provide tools and resources which enable children to understand their emotions and develop their ability to regulate.
- To facilitate appropriate opportunities for children, staff and our families to learn about the rules, values and ethos that shapes our school environment.
- To use a consistent and calm adult-led approach that will explicitly teach positive behaviours, support positive responses and develop empathy and accountability in our learners.
- To ensure all adults contribute to our emotionally safe, positive learning environment by modelling appropriate behaviours, supporting learners with preventative strategies and personally following up behaviour instances where required.

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- To use restorative approaches to encourage reflection, nurture the development of better decision making and teach alternative behaviours that positively contribute to our learning environment.

### **Governors Behaviour Principles:**

#### **1. Emotional Safety**

- We are an emotionally safe school.
- We provide an environment that is emotionally safe for everyone: inclusive, equitable and driven by the highest expectations of behaviour and attainment.
- We provide predictable, safe and supportive relationships for all members of our school family.
- The safety, security, and care of all children and adults are paramount.

#### **2. Christian Ethos**

- Our school environment is warm, nurturing, welcoming and inclusive for all children and adults.
- All members of our school community apply our Christian values in their everyday conduct.
- Our behaviour policy follows our vision – “Nurtured We Flourish”.

#### **3. Three School Rules**

- We are “strong on boundaries, big on heart”. We hold very high expectations of our children’s behaviour but we do this using a trauma informed approach.
- We teach our children to uphold and embody our school rules: Ready, Respectful, Safe.
- These rules are modelled, explained and embedded through staff routines, visible and predictable adult behaviour and shared language.
- Each rule is broken down into observable behaviours relevant to different school spaces and our rules form the language in which we structure all conversations about behaviour.

#### **4. Intrinsic Motivation – Positive Noticing**

- We encourage positive behaviours through positive noticing. Staff focus on noticing safe, ready and respectful behaviours and moments of relational growth.
- We reward so that our children develop intrinsic motivation.

#### **5. Restoration and Repair**

- Staff hold the highest expectations of our children – including of their behaviour.
- Relational responses to behaviour avoid shame, are consistent and are anchored in our three school rules.
- Staff prioritise prevention.
- If our school rules are not followed: Where consequences are necessary, they aim to restore relationships, repair harm and they are seen as an opportunity to support future behaviour to prevent the same behaviour repeating itself.
- The layers of support provided to children who do not follow our rules may be different, according to their differing needs.

#### **6. Working in Partnership**

- Parents and carers receive regular updates about their child’s behaviour.
- We work in partnership with our families to best support our children. Governors expect parents to work in partnership with the school to support their children.

## **7. Suspensions**

- We take all incidents of violence, abuse or discrimination extremely seriously. These are always investigated and responded to fairly. Our approach remains relational and restorative wherever possible while safeguarding the safety and dignity of all.
- Suspensions, particularly permanent exclusions, are only used as a last resort and where all other methods of support for a child have failed.

### **Purpose of the policy:**

To provide simple, practical procedures for staff and learners that:

- Recognise our high expectations for each and every member of our school community.
- Positively reinforces our high expectations.
- Promote and actively teach self-esteem and self-discipline.

### **Strong on Boundaries, Big on Heart:**

At Harrietsham Church of England Primary School, we are 'Strong on Boundaries, Big on Heart'.

This means that we hold very high expectations of our children's behaviour but we do this using a trauma informed approach.

We believe that it is important to offer the following to all members of our school community:

### **Emotional Safety:**

#### ***"Knowing Where You Stand"***

- We are an emotionally safe school.
- We provide an environment that is emotionally safe for everyone: inclusive, equitable and driven by the highest expectations of behaviour and attainment.
- We provide predictable, safe and supportive relationships for all members of our school family.
- The safety, security, and care of all children and adults are paramount.
- Our responses to children's behaviour are not emotional. We do not shame our children. We focus on the behaviour being displayed and NOT the child.
- We use phrases such as '***This behaviour is breaking our rule about (Ready, Respectful, Safe) and I need you to ....***', '***This may be true and yet ....***'.

### **Self-Belief:**

#### ***"Deliberate Intrinsic Noticing"***

- We use approaches that avoid shame and which are trauma-informed.
- We build our children's self-esteem and their understanding of their own emotions so that they become more emotionally literate.

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- We notice small things that children do and give positive attention for this to maximise the time they experience praise. We do this so that our children follow our rules because they know it is the right thing to do because it feels good.
- We praise using intrinsic rewards – such as phone calls home, quiet words of praise, catching a parent at the end of the day.
- We use phrases such as ***'I noticed how you did ..... that was really respectful'***.

### **Trusted Adults:**

#### ***“Lenses and Language”***

- The relationships that we build with our school community are important to us.
- Our adults cheerily meet and greet us at the start of each school day and each lesson; they show genuine interest in us.
- Our adults are ALL consistent in their expectations of us and in their responses to behaviour.
- All of our adult responses avoid shame.
- All of our adults refer to our 3 school rules when we struggle.
- All of our adults remain safe, predictable and fair in front of every behaviour.

### **Opportunity:**

#### ***“Restoration and Repair”***

- Our adults firstly help to prevent us from breaking the rules.
- Our adults make us feel good about ourselves when we meet the expectations.
- Our adults help us to understand how to follow our school rules.
- If we need support, our adults help us with restorative conversations.
- Our restorative conversations focus around what our children need to follow the rules going forward. They are an opportunity to re-draw the boundaries.
- We use phrases such as ***'I have noticed you are struggling to be (Ready, Respectful, Safe), what do you need from me?'***

### **Hope:**

#### ***“Strong on Boundaries, Big on Heart”***

- When we are given consequences, they aim to restore relationships, repair harm and are seen as an opportunity to support future behaviour.

### **Being Ready, Respectful and Safe:**

Our expectation is that everyone who contributes to our school community will be Ready, Respectful and Safe.

## *'Nurtured We Flourish'*

### Our Staff meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Meeting and greeting learners and families cheerily.</li> <li>• Proactively planning and preparing engaging lessons.</li> <li>• Creating visually stimulating and inviting learning environments.</li> <li>• Referring to 'Ready, Respectful, Safe' in all aspects of school life.</li> <li>• Using visible and immediate recognition and ensuring positive comments are relayed to parents regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Using calm, consistent language.</li> <li>• Following our 'safety first' approach to adjusting behaviour.</li> <li>• Being open in our body language and tone of voice.</li> <li>• Giving children 'take-up time'.</li> <li>• Modelling positive behaviours and building relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Using language which is calm and considered and which separates the child from the behaviour that is unwanted.</li> <li>• Refraining from using shame to support or respond to behaviours.</li> <li>• Remaining professionally curious even in the face of extreme behaviours.</li> <li>• Always following agreed safeguarding procedures.</li> <li>• Following up every time, retaining ownership and engaging in reflective dialogue with our children.</li> </ul>

### Our learners meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Being in full school uniform every day.</li> <li>• Being in school, on time, every day.</li> <li>• Listening and looking at our teachers.</li> <li>• Sitting smartly in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to others and expecting to be listened to.</li> <li>• Using a polite voice at all times.</li> <li>• Using good manners.</li> <li>• Looking after resources, displays and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Being in the right place at the right time.</li> <li>• Walking around the school safely.</li> <li>• Being safe with our hands and feet.</li> <li>• Being safe online.</li> <li>• Playing safely with our friends, using our playtime routines and remembering to dynamically risk assess our play.</li> </ul>

### Our families meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Providing our children with the appropriate uniform.</li> <li>• Supporting our children with the completion of Home Learning.</li> <li>• Enabling our children to arrive at school every day and on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Following our school communication and organisational processes for accessing support.</li> <li>• Speaking to staff calmly and politely.</li> </ul>	<ul style="list-style-type: none"> <li>• Following guidelines for safe parking in and around the school site.</li> <li>• Responding to school correspondence in a timely fashion.</li> </ul>

## Getting it right for every child - Teaching our children to recognise emotions and to be emotionally literate:

Our relational approach focuses on building relationships, supporting inclusion and setting and maintaining boundaries with empathy. Our staff model the behaviour we expect from our children. Staff use relational skills to keep things calm and use Zones of Regulation in order to help regulate strong emotions. Restorative conversations are part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

### Zones of Regulation

Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

At Harrietsham Church of England Primary School we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. By teaching children how to cope with feelings we can make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We teach Zones through discrete teaching lessons.

We use the Zones language as part of daily school life in the playground and within the school building.

Children will be taught how to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environments might influence which Zones they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

### **What are the different Zones?**

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.
- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

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We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

### **Teaching positive behaviours:**

We teach our children to uphold and embody our school rules: Ready, Respectful, Safe.

These rules are modelled, explained and embedded through staff routines, visible and predictable adult behaviour and shared language.

We proactively teach, model and scaffold our expectations of Ready, Respectful and Safe. Each rule is broken down into observable behaviours relevant to different school spaces and our rules form the language in which we structure all conversations about behaviour. We use the table below to explain to children what Ready, Respectful and Safe mean in different contexts within school.

<b>Ready</b>	<b>Respectful</b>	<b>Safe</b>
Right Time, Right Place, Right Attitude	Caring for Ourselves, Our People, Our Environment	Safe Choices, Safe Words, Safe Actions
<ul style="list-style-type: none"><li>• We wear the correct uniform.</li><li>• We are on time.</li><li>• We take responsibility for our learning - good sitting, good listening, good looking.</li><li>• We take pride in our learning.</li><li>• We try our best and learn from our mistakes.</li><li>• We stop and listen on the signal (clap / whistle)</li><li>• We are the best versions of ourselves.</li></ul>	<ul style="list-style-type: none"><li>• We treat others as we would like to be treated.</li><li>• We think before we speak.</li><li>• We are kind with our words and our actions.</li><li>• We consider the feelings and needs of others.</li><li>• We care for our environment and equipment.</li><li>• We support others in their learning.</li><li>• We are honest.</li><li>• We solve problems calmly.</li><li>• We show thanks for those who help us.</li><li>• We celebrate our similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>• We are safe with our words and with our actions.</li><li>• We speak to a trusted adult if we are worried or uncertain.</li><li>• We are in the right place at the right time.</li><li>• We use wonderful walking.</li><li>• We dynamically risk assess.</li><li>• We help to keep others safe.</li><li>• We follow adult instructions (first time, every time).</li><li>• We are positive role models.</li><li>• We take responsibility for our own choices.</li><li>• We use technology and equipment safely.</li></ul>

We use phrases such as ***'I need you to be (ready, respectful, safe) that means ....', 'We are going to be (ready, respectful, safe) that means ....'***

We frame all behaviours within our rules.

We reward so that our children develop intrinsic motivation. We mark wanted behaviours with intrinsic rewards to build understanding and good decision making. We support our children to develop a positive sense of themselves.

## ***'Nurtured We Flourish'***

We do this through:

- **Positive noticing:** Staff focus on noticing safe, ready and respectful behaviours and moments of relational growth. They focus on our positive effort, learning and play and use discrete verbal positive feedback. We use phrases such as ***'That's beautiful, that's what I mean by (ready, respectful, safe).'***
- **Positive commenting:** Staff comment on the positive things we do and say.
- **Phone calls home:** We call home to let our families know how super our children have been – often with the child present.
- **Positive notes:** We send notes of praise to our children, or to our families, to thank them for their behaviour.
- **Positive chat at the end of the day:** We may speak to parents at the end of the day to let them know how well their child has done at school.
- **Dojo points:** We give dojo points for showing our school values (love, forgiveness, fellowship) and our school rules (ready, respectful, safe).
- **Values certificates:** We give out weekly values certificates in Celebration Worship to celebrate children who have demonstrated our core Christian Values – Love, Forgiveness and Fellowship.
- **SLT:** We often share our positive learning with the Senior Leadership Team (SLT).
- **Other:** Staff may use other, individualised, tokens to enhance the feeling of pride (such as stickers, labels, paper bands).

### **Preventing unwanted behaviour:**

Our Staff hold the highest expectations of our children – including of their behaviour.

Our relational responses to behaviour avoid shame, are consistent and are anchored in our three school rules. We use consistent language with our children, across the whole school. Our language for behaviour is always framed around our three rules – Ready, Respectful and Safe.

Staff prioritise prevention through:

- **Emotionally safe environment:** We provide an emotionally safe environment for our children, where they have access to resources and adults to help them to manage their emotions. We use calm spaces and Nurture Nooks.
- **Emotionally Safe Adults:** We ensure that all adults within our school are calm, regulated adults.
- **Teaching emotional literacy:** We use the Zones of Regulation to teach our children about how they may be feeling in different contexts and how they may begin to manage these emotions.
- **Interactions:** We teach and model positive behaviour and interactions.
- **Visuals:** We use visuals to support our children's understanding of our expectations.
- **Preventative Scripts:** We use preventative scripts such as ***'I'm wondering if ...', 'I can see that you are ...', 'I need you to...', 'I've noticed ....', 'Let me ... so I can help you'***.
- **Understanding need:** Our staff do all they can to get to know their children personally and to understand their needs in different contexts. Our staff make adjustments within the school day to ensure that our children's needs are best met.
- **Positive reminders / noticing:** We use positive reminders for the children, and positive noticing for prevention.

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- **Positive Adjustments:** We use positive adjustments. We use phrases such as *'Do you remember last week when .... , that's what I need to see from you now', 'Remember our rule about (Ready, Respectful, Safe), thank-you.'*
- **Fogging:** We provide a calm response to someone who is showing unwanted behaviour, giving them 'space' to prevent the situation from escalating. We do not feed the behaviour. We offer agreement, rather than disagreement, and show that we agree with any truth that lies within what the other person is saying to us.

### **Responding to unwanted behaviours:**

We acknowledge that sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused. This means that sometimes children will need support to learn from the mistakes made and repair and restore relationships with peers or staff.

If our school rules are not followed, where consequences are necessary, they aim to restore relationships, repair harm and they are seen as an opportunity to support future behaviour to prevent the same behaviour repeating itself.

A restorative approach is implemented following conflict, or when difficult incidents have taken place, so that this promotes an understanding and learning. It supports children in developing an understanding of their feelings and the feelings of others and how feelings impact on behaviour as well as how behaviour impacts on other people. Children will need our empathy, our understanding and our support in order to stay regulated whilst having such challenging conversations.

The layers of support provided to children who do not follow our rules may be different, according to their differing needs.

We provide support through:

- **Take up Time:** Children are given time and space to regulate and reflect.
- **Expectation reminder:** Children are reminded of the expectations and asked what support they need to meet them.
- **Co-regulation:** Children are provided with support to co-regulate and calm.
- **Emotional Literacy:** Children are supported to problem solve and develop an awareness of the feelings and needs of others.
- **Restorative Conversation:** Children are given a follow-up restorative conversation to help us to reflect and learn. Our staff use a carefully scripted prompt when working with the children to explore behaviours which are not acceptable. Staff can skilfully navigate the script to ensure that the questioning is right for individual children. Following the use of a restorative exploration, it can be helpful for the adults to reflect on; what was the behaviour communicating? How are the unmet needs being addressed? What skills does the child need to develop? What additional learning opportunities are in place to enable this? What suggestions do the children have to support the repairing of the relationship?

### **The Support Circle explained:**

When responding to incidents, sanctions or punishment often exclude and ostracise children and can lead to children feeling humiliated and shamed. Sanctions often remove the very thing that children need in order to

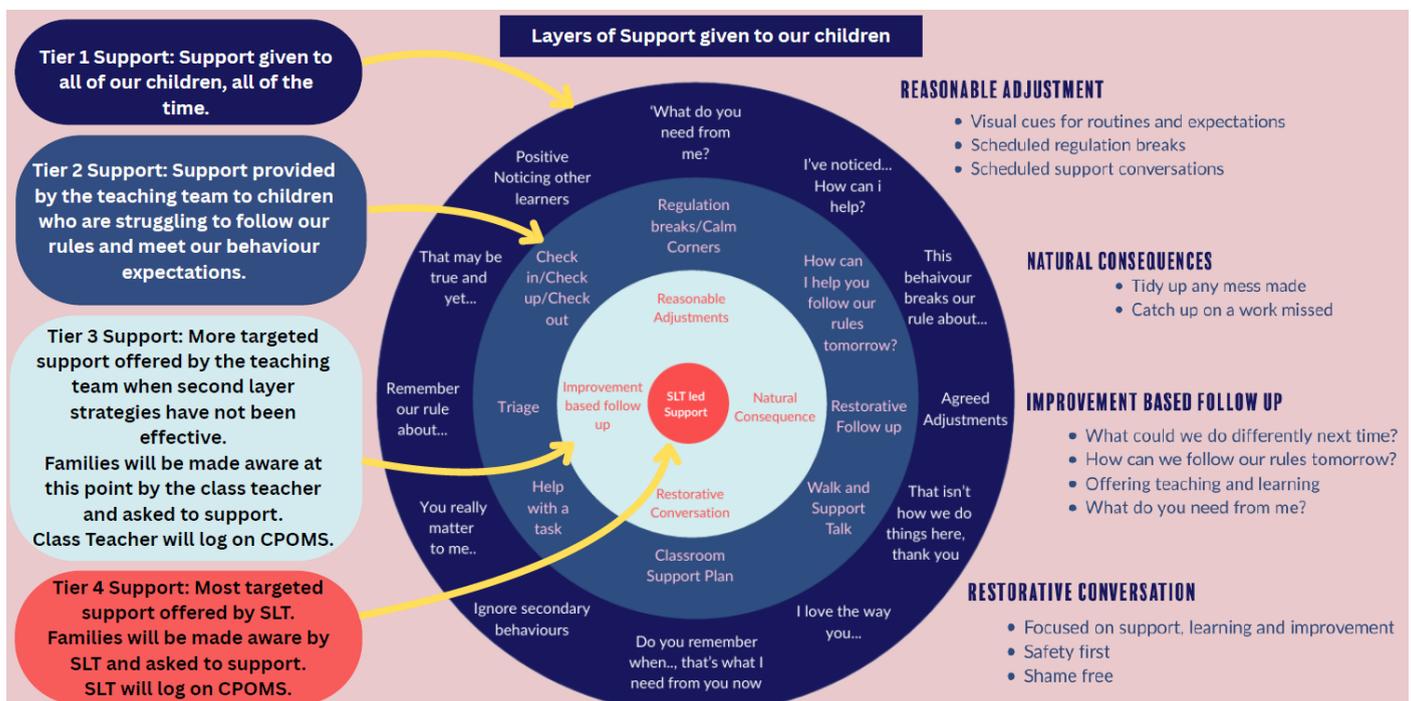
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develop – relationships. However, following some incidents there will need to be a response from adults in order to ensure that everyone is kept safe.

For example, if a child is violent on the playground on a Monday, it is unlikely they will be back out on the playground on the Tuesday. This is not as a punishment, but as an acknowledgement that we could well be setting them up to fail if they are back out tomorrow without any developmental input, and also that other children would not be safe.

As a school, we would advocate that this is a supportive, logical and related mechanism and not a punishment or consequence. The language of punishment is avoided. The work that takes place with the child on the Tuesday lunchtime seeks to support them to be able to go back onto the playground - not punish them.

We provide support to our children in different tiers when they are showing unwanted behaviours.



### **Tier 1 Support:**

This tier of support is given to all of our children, all of the time. It is the support mentioned above to enable us to provide an emotionally safe learning environment that nurtures positive outcomes for every child.

Tier 1 involves:

- **What do you need from me?:** Asking the children what they need from us, as emotionally safe adults.
- **I've noticed, how can I help?:** Supporting children to identify how they are feeling, and asking them how we can help.
- **This behaviour breaks our rule about ... / Remember our rule about?:** Referring all behaviours to our school rules.
- **Agreed Adjustments:** Making agreed adjustments for children according to their needs.
- **This isn't how we do things here, thank you / This may be true and yet ...:** Using assertive re-directions.

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- **I love the way you ... / Positive noticing other learners:** Positive noticing.
- **Do you remember when ... that's what I need from you now:** Positive adjustments.
- **You really matter to me:** Developing effective relationships with all children and ensuring that all children know that we care about them.
- **Ignoring secondary behaviours:** Focussing on the rule you need the child to follow.

### **Tier 2 Support:**

This tier of support is provided by the teaching team, to try to re-direct unwanted behaviours.

Tier 2 involves:

- **Check-in, check-up, check-out:** Checking in with a child to see if they need support, checking up on them after some take-up time and then checking out to allow them time to put the behaviour right.
- **Regulation Breaks:** Providing regulation breaks in an agreed calm area – e.g. the Nurture Nook.
- **How can I help you follow our rules tomorrow?:** Asking children what support they need from the teaching team to follow the rules.
- **Restorative follow-up:** Providing a restorative follow-up with the teaching team and not passing it on to someone else – seeing it through. This involves talking through with the child what has gone wrong, how the child and others felt and how the child may begin to put things right.
- **Walk and Support Talk:** Walk with the child whilst talking through what they are struggling with.
- **Classroom Support Plan:** Some children may have a specific classroom support plan, which details specific strategies for them, according to their needs.
- **Help with a task:** Sometimes children can be distracted by being given a task to help with.
- **Triage:** A brief assessment is made of the main difficulty for the child. Once the main difficulty is noted, support can be more easily targeted.

### **Tier 3 Support:**

This tier of support is more targeted support which is offered by the teaching team when Tier 1 and 2 have not worked. The support offered at this stage will be logged by the Class Teacher onto our behaviour monitoring system and the Class Teacher will make parents aware and ask for their support.

Tier 3 involves:

- **Reasonable Adjustments:** The teaching team, in collaboration with the child's parents (and the child if they are able to understanding) may discuss reasonable adjustments needed to be put in place to support the child to follow the school rules.

This may involve:

- Adjusting seating arrangements.
- Using visual cues for routines and expectations.
- Providing scheduled regulation breaks.
- Providing scheduled support conversations.
- **Natural Consequences:** Sometimes a child's actions will come with natural consequences. These will be explained to a child and a conversation will be had as to how to avoid this from occurring again.

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E.g. a child who is flicking their ruler and therefore not being safe, may snap their ruler and this may cause some upset. When the child is less upset, a conversation should be had with the teaching team about how the consequences could have been prevented.

Natural consequences could involve:

- A child needing to catch up on missed learning.
- A child needing to tidy up any mess made.
- **Restorative Conversation:** The child may be kept in for a period of time to have a conversation with the teaching team which is focussed on restoration.

Restorative conversations should be:

- Focussed on support, learning and improvement.
- Shame free.
- Focussed on safety first.

Points of discussion may include:

- What happened?
- What were you thinking at the time / how were you feeling at the time / what zone were you in?
- Who has been affected?
- How did this make people feel?
- What should we do to put things right?
  - How can we do things differently in the future?
- **Improvement based follow-up:** The child will be supported to begin to put things right – e.g. through an apology note / letter, fixing broken equipment, finishing learning.

Points of discussion may include:

- What could we do differently next time?
- How can we follow our rules tomorrow?
- Offering more teaching around how to follow the rules.
- What do you need from me?

### **Tier 4 Support:**

This tier of support is the most targeted support which is offered by the Senior Leadership Team (SLT) when Tier 1, 2 and 3 have not worked. The support offered at this stage will be logged by SLT onto our behaviour monitoring system and SLT will make parents aware and ask for their support.

Support may look different for different children, but, it may include the child being written a specific 'Behaviour Support Plan' or 'Safety Plan'. This plan will help with managing and planning for different aspects of support, ensuring that everyone is working consistently and predictably together and that the support given throughout the child's day at school is joined up and consistent. This plan should ensure that the child receives the consistency and intensity of support needed through well thought out and planned relational intervention. The plan will include details of any specific interaction needed as it is these repeated interactions that will make the difference. These plans will be shared with parents and reviewed at least half termly.

## **Working with Parents and Carers**

Respecting and valuing parents and carer's knowledge, experience and perspective on the child is vital and we always aim to include the parent's perspective. Parents are able to give an insight into the child's development, their experiences and what may be happening at the current time. Parents are the expert on their child and their knowledge, views and concerns will lead to greater understanding of unmet needs as well as supporting future planning.

At Harrietsham Church of England Primary School parents are given time to tell theirs and the child's story and we always value and respect the knowledge, experience and views of the parent, encouraging them to be part of their child's life at school – this enables trusting relationships.

## **Working with External Professionals and Agencies**

When children have significant needs or if the child is struggling to make progress despite several school based interventions, then external professionals will be consulted to support with the process. In particular LA Inclusion Team, Educational Psychologists, Speech and Language Therapists, and professionals from CAMHS will be able to help, working in partnership with the pastoral team within school.

## **Extreme circumstances:**

### **Restrictive Physical Intervention:**

Our school does not advocate the routine use of physical intervention. The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop.

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to experience violence or abuse in the course of their work. Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used.

The use of physical intervention must be clearly recorded on CPOMs (under the Physical Intervention tab) and the parent/carer must be informed.

Examples of Physical Intervention include:

- Standing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.

At Harrietsham Church of England Primary School some members of the teaching team are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary.

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The actions that we take are in line with government guidelines on the use of reasonable force (July 2013): [DfE advice template](#). This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically in order to prevent injury to a child: if a child is in danger of hurting themselves or others.

For further guidance refer to our Positive Handling Policy.

### **Suspensions:**

The school will follow the guidance from the DfE in regard to suspensions as outlined in the document 'Suspension and Permanent Exclusion from Maintained schools, Academies, and pupil referral units in England, including pupil movement' (August 2024)

Harrietsham Church of England Primary School believes that, in general, suspensions are not an effective means of improving behaviour. However, in order for children to achieve their maximum academic potential they must feel safe.

Some children will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. Whilst we strive to avoid suspension, all pupils at our school are entitled to an education where they are protected from disruption and can learn in a safe and nurturing environment.

If a child seriously breaches the school's behaviour expectations (ready, respectful, safe) and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period.

Suspension will only be applied when a child's behaviour significantly impacts the safety of other children, staff or themselves.

A pupil may be suspended for one or more fixed periods (Up to a maximum of 45 school days in a single academic year).

Circumstances that may warrant a suspension. (Please note this is not an exhaustive list):

- Physical assault against a pupil sustaining injury.
- Physical assault against an adult sustaining injury.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use or threat of use of an offensive weapon.
- Leaving the classroom/school without permission and refusal to return.

If the Headteacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers, during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Headteacher will also be responsible for notifying the Local Authority.

Parents will be guided as to where to access learning for their child to complete during the period of the suspension.

Following fixed-term suspension, the pupil and parents will meet the Headteacher or other Senior Leader to discuss the pupil's reintegration and the best way forward to support the child. This will be recorded on a reintegration plan. Each day is a new day and where a child has transgressed it is expected that all staff and

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pupils will show forgiveness and that they will be welcomed and treated without any resentment when they return.

The school will seek support from the LA inclusion service to avoid repeated fixed term exclusions where possible.

Further details can be found in our Exclusion of Pupils Policy.

### **Permanent exclusion:**

Harrietsham Church of England Primary School believes that permanent exclusion should only be seen as a last resort and the school will take all reasonable steps to avoid this. Policies and procedures will be in place to support the inclusion of all pupils, particularly those with additional needs.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy: or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to: DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement. August 2024: [Suspension and permanent exclusion guidance](#).

Further details can be found in our Exclusion of Pupils Policy.

### **Searching, Screening and Confiscation:**

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- 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).
- Tobacco and cigarette papers, e-cigarettes or vapes.
- Fireworks.
- Pornographic images.
- Mobile phones.
- Medication which has not been handed into the school office.

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**Mobile phones:** Children who bring them into school are expected to hand them to their class teacher where they will be stored in a locked cupboard until the end of the day.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in this policy.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.
- Is prohibited, or identified in the school rules for which a search can be made ; or
- Is evidence in relation to an offence.

Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. Other substances, which are not believed to be controlled, should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

We follow the guidance as set out within [Searching, screening and confiscation in schools](#). Please let me know if you agree to this adjustment as it will be in the new cp policy

## **Legislation, statutory requirements and statutory guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: Advice for Headteachers from DfE:  
[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf).
- The Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>.
- Keeping Children Safe in Education:  
[https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping\\_children\\_safe\\_in\\_education\\_2025.pdf](https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf).
- Suspension and permanent exclusion for maintained schools, academies and pupil referral units in England:  
[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf).
- Use of reasonable force in schools:  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

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- Supporting pupils with medical conditions at school:  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>.
- Special Educational Needs and Disability (SEND) Code of Practice:  
[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils: <https://www.legislation.gov.uk/ukpga/2002/32/section/175>.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to support and promote positive pupil behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property: <https://www.legislation.gov.uk/ukpga/2006/40/contents>.
- DfE guidance explaining that maintained schools must publish their behaviour policy.

### **Training and Monitoring:**

Our school has an expectation that all staff will follow the processes and guidance outlined in this policy.

Training and support, both internal and external, is available for any member of staff according to their needs and those of the children they are supporting. Behaviour management will also form part of continuing professional development.

Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

This Behaviour Policy will be reviewed by the Headteacher and Governors annually.

### **Links to other policies:**

This behaviour policy is linked to the following policies:

- Positive Handling Policy
- Exclusion of Pupils Policy
- SEND Policy and Information Report
- Antbullying Policy
- Child Protection /Safeguarding Policy

Appendix 1 - Behaviour Blueprint:



## Harrietsham Behaviour Blueprint




Our adults help us to reach high expectations whilst keeping us emotionally safe, ensuring we all feel we belong here.

Our adults provide a happy, safe, predictable and mutually respectful environment so that we can all achieve our full potential.



**be RESPECTFUL**

**Caring for Ourselves, Our People, Our Environment**

- We treat others as we would like to be treated.
- We think before we speak.
- We are kind with our words and our actions.
- We consider the feelings and needs of others.
- We care for our environment and equipment.
- We support others in their learning.
- We are honest.
- We solve problems calmly.
- We show thanks for those who help us.
- We celebrate our similarities and differences.

**3 Simple Rules**

Our adults use our 3 rules to teach us our routines and to remind us how to play and learn together. They use the rules to help us know when we are getting things right and to talk to us when we might need some support.

Our adults help us to build positive relationships with one another and support us to manage our emotions and behaviour effectively.



**be READY**

**Right Time, Right Place, Right Attitude!**

- We wear the correct uniform.
- We are on time.
- We take responsibility for our learning - good sitting, good listening, good looking.
- We take pride in our learning.
- We try our best and learn from our mistakes.
- We stop and listen on the signal (clap / whistle).
- We are the best versions of ourselves.



**be SAFE**

**Safe Choices, Safe Words, Safe Actions**

- We are safe with our words and with our actions.
- We speak to a trusted adult if we are worried or uncertain.
- We are in the right place at the right time.
- We use wonderful walking.
- We dynamically risk assess.
- We help to keep others safe.
- We follow adult instructions (first time, every time).
- We are positive role models.
- We take responsibility for our own choices.
- We use technology and equipment safely.

**Adult Responses to Behaviour**

Our adults are consistent in their responses to behaviour and all responses avoid shame. Our adults refer to our 3 school rules when we struggle. Our adults firstly help to prevent us from breaking the rules and if we need support, they help us with restorative conversations. When we are given consequences, they aim to restore relationships, repair harm and are seen as an opportunity to support future behaviour.



**Prevention**

Our adults support our emotional regulation to help us to access play and learning opportunities by:

- Using Zones of Regulation and calm spaces such as Nurture Nooks.
- Using visuals.
- Being calm, regulated adults.
- Teaching and modelling positive behaviour and interactions.
- Using preventative scripts such as "I'm wondering if ...", "I can see that you are ...", "I need you to...", "I've noticed ...", "Let me ... so I can help you".
- Understanding our needs and making adjustments.

**Positivity**

Our adults build an inclusive and supportive environment by:

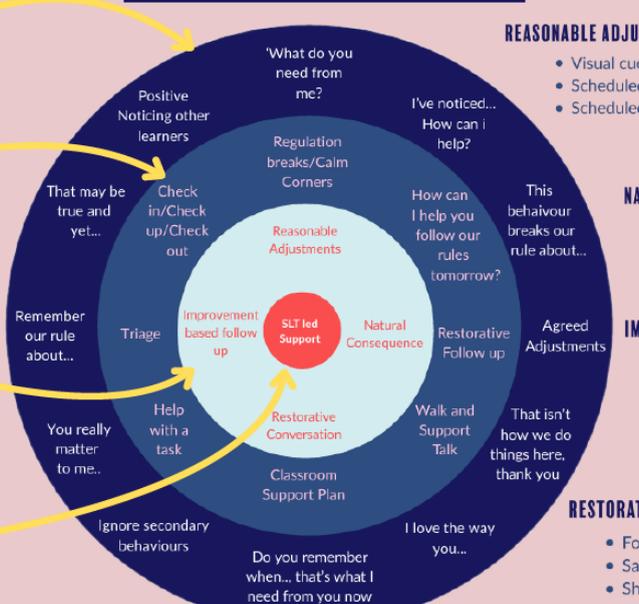
- Focussing on our positive effort, learning and play.
- Using positive noticing (discrete verbal positive feedback).
- Commenting on the positive things we do and say.
- Letting our families know when we have done something great.
- Supporting us to develop a positive sense of ourselves.
- Giving out weekly values certificates in Celebration Worship.
- Asking us to share our positive learning with SLT.

**Restoration**

When we struggle to meet expectations, and we need support with how we are feeling and how we are interacting with others, we are:

- Given time and space to regulate and reflect.
- Reminded of the expectations and asked what support we need to meet them.
- Provided with support, if needed, to co-regulate and calm.
- Supported to problem solve and develop an awareness of the feelings and needs of others.
- Given a follow-up restorative conversation to help us to reflect and learn.

**Layers of Support given to our children**



**Tier 1 Support:** Support given to all of our children, all of the time.

**Tier 2 Support:** Support provided by the teaching team to children who are struggling to follow our rules and meet our behaviour expectations.

**Tier 3 Support:** More targeted support offered by the teaching team when second layer strategies have not been effective. Families will be made aware at this point by the class teacher and asked to support. Class Teacher will log on CPOMS.

**Tier 4 Support:** Most targeted support offered by SLT. Families will be made aware by SLT and asked to support. SLT will log on CPOMS.

**REASONABLE ADJUSTMENT**

- Visual cues for routines and expectations
- Scheduled regulation breaks
- Scheduled support conversations

**NATURAL CONSEQUENCES**

- Tidy up any mess made
- Catch up on a work missed

**IMPROVEMENT BASED FOLLOW UP**

- What could we do differently next time?
- How can we follow our rules tomorrow?
- Offering teaching and learning
- What do you need from me?

**RESTORATIVE CONVERSATION**

- Focused on support, learning and improvement
- Safety first
- Shame free

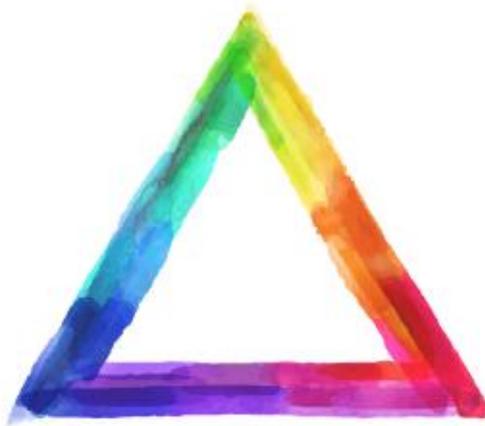
Appendix 2 – Rules cards:



*be*  
**READY**



*be*  
**RESPECTFUL**



*be*  
**SAFE**

**Appendix 3 - Behaviour Rules Breakdown:**



**Right Time,  
Right Place,  
Right Attitude**

- We wear the correct uniform.
- We are on time.
- We take responsibility for our learning - good sitting, good listening, good looking.
- We take pride in our learning.
- We try our best and learn from our mistakes.
- We stop and listen on the signal (clap / whistle).
- We are the best versions of ourselves.



**Caring for ...  
Ourselves,  
Our People,  
Our Environment**

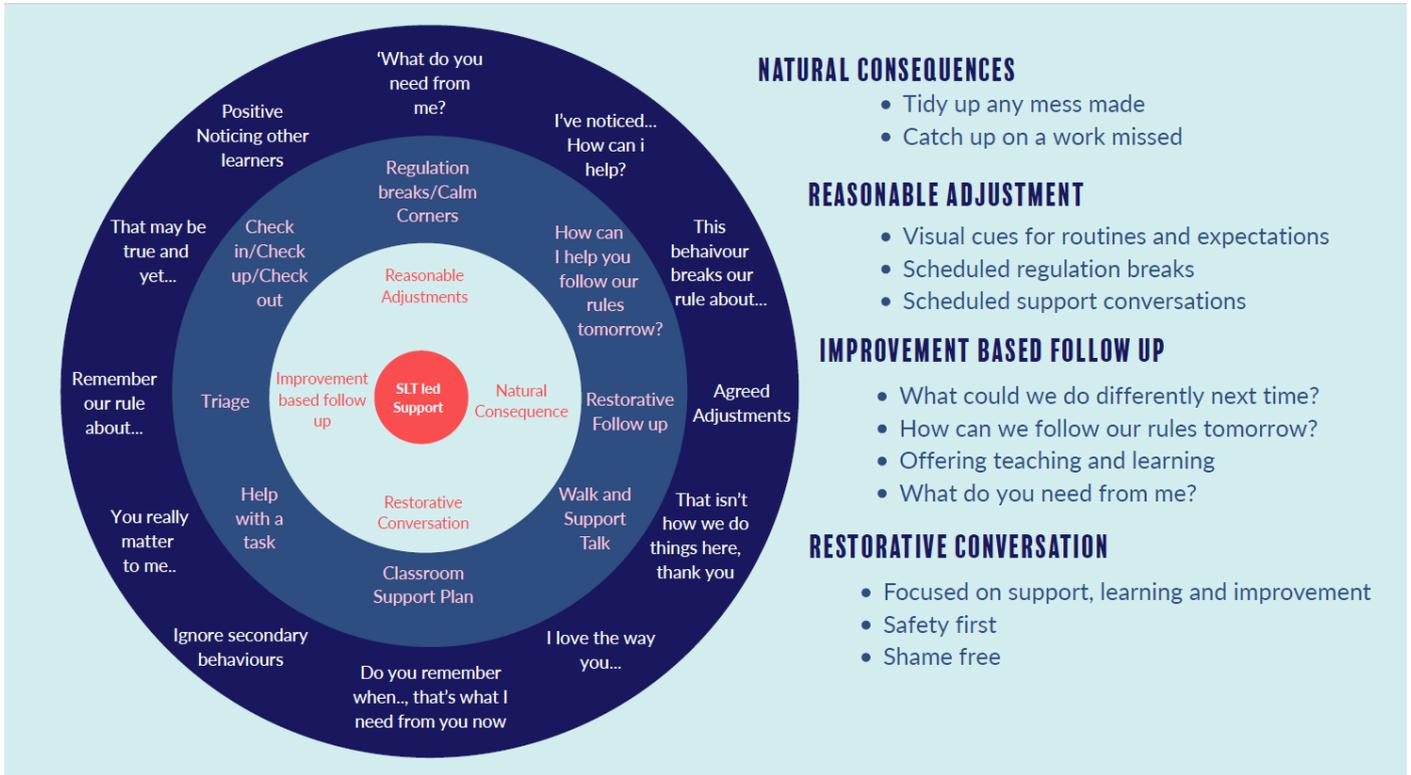
- We treat others as we would like to be treated.
- We think before we speak.
- We are kind with our words and our actions.
- We consider the feelings and needs of others.
- We care for our environment and equipment.
- We support others in their learning.
- We are honest.
- We solve problems calmly.
- We show thanks for those who help us.
- We celebrate our similarities and differences.



**Safe Choice,  
Safe Words,  
Safe Actions**

- We are safe with our words and with our actions.
- We speak to a trusted adult if we are worried or uncertain.
- We are in the right place at the right time.
- We use wonderful walking.
- We dynamically risk assess.
- We help to keep others safe.
- We follow adult instructions (first time, every time).
- We are positive role models.
- We take responsibility for our own choices.
- We use technology and equipment safely.

**Appendix 4 – Support Circle:**

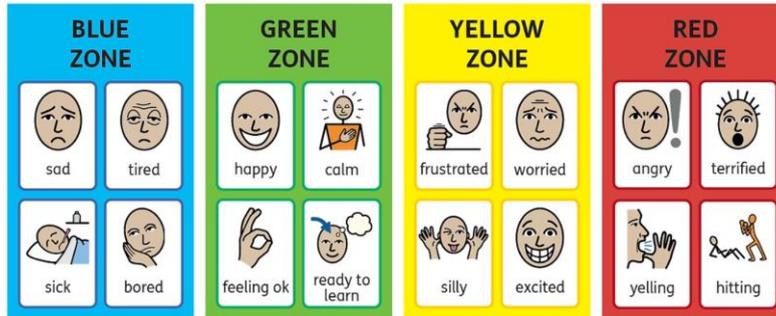


**Appendix 5 – Restorative Conversation Record:**

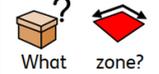
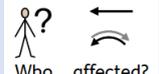
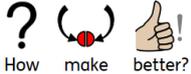
**RESTORATIVE CONVERSATION RECORD**

**Nurtured We Flourish**

Love, Forgiveness, Fellowship



Date of Incident 	Children involved 	Class 	Teacher reporting 

<p>What went wrong?</p>  <p>What happened?</p>	
<p>What zone were you in?</p>  <p>What zone?</p>	
<p>Who was affected by your actions?</p>  <p>Who affected?</p>	
<p>What could you do now to help make things right?</p>  <p>How make better?</p>	
<p>How can we prevent this from happening again?</p>  <p>How prevent?</p>	
<p>What can we do to help you?</p>  <p>What help?</p>	
<p>What zone are you in now?</p>  <p>What zone?</p>	

**Appendix 6 - Personalised Support Plan (template)**

**PASTORAL SUPPORT PLAN**

<b>If this PSP is a robust document which reflects fully on the risk posed by the pupil, then a separate Risk Assessment is <u>not</u> required.</b>					
<b>NAME</b>	<b>GENDER</b>	<b>ETHNIC ORIGIN</b>	<b>DOB</b>	<b>SEN SUPPORT/ CiC/EHCP</b>	<b>UPN</b>
<b>SCHOOL</b>	<b>CLASS / TEACHER</b>		<b>START DATE OF PSP</b>	<b>CO-ORDINATED BY</b>	
Harrietsham CEP School					

<b>PSP TIME LIMIT AND REVIEW DATES WEEKLY PLAN</b>	<b>HOW WILL THE PUPIL KNOW THAT THEY ARE 'ON TRACK'? (ongoing recognition of weekly success)</b>
To continue for 2 months (incorporates a period of absence for a family holiday)  Review dates:	

PUPIL PROFILE	
<b>WHAT IS GOING WELL?</b>	<b>WHAT IS NOT GOING WELL</b>

<b>PUPIL COMMITMENT</b>	<b>PARENTAL COMMITMENT</b>
<b>Signed</b> ..... .....	<b>Signed</b> ..... .....

<b>SCHOOL SUPPORT AND STRATEGIES</b>	<b>SUPPORT FROM OUTSIDE AGENCIES</b>
<b>Signed</b> .....	

***'Nurtured We Flourish'***

<b>Reviews – Face to Face</b>	
	<b>Actions from the review meetings</b>
<b>Week 1 – week ending</b>	
<b>Week 2 - week ending</b>	
<b>Week 3 - week ending</b>	
<b>Week 4 – week ending</b>	
<b>Week 5 – week ending</b>	
<b>Week 6 - week ending</b>	

**Appendix 7 - Daily Behaviour Monitoring Sheet (template)**

<b>Name:</b>					Week commencing:
<b>Targets:</b>					
Lesson	Mon	Tues	Weds	Thurs	Fri
Lesson 1					
Break time					
Lesson 2					
Lunch time					
Afternoon					
Additional comments					

If targets are met during each session the class teacher to sign along with either the Headteacher or Deputy Headteacher.

<b>Name:</b>					Week commencing:
<b>Targets:</b>					
Lesson	Mon	Tues	Weds	Thurs	Fri
Lesson 1					
Break time					
Lesson 2					
Lunch time					
Afternoon					
Additional comments					

If targets are met during each session the class teacher to sign along with either the Headteacher or Deputy Headteacher.

## Appendix 8 - Reintegration Plan (template)

### Reintegration strategy:

Pupil details

Date of reintegration meeting:

People present:

#### DETAILS OF SUSPENSION

Date of suspension:      Date of return to school:      Number of days suspended:

Details of any previous suspensions:

**Provision during suspension:**

Include details of any:

#### REVIEW OF CURRENT ATTENDANCE

**Attendance this term**

Number of days absent:

Attendance (%):

**Attendance this year (N/A)**

Number of days absent:

Attendance (%):

#### REVIEW OF ACADEMIC PROGRESS

**Teacher comments:**

#### PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:	Role and organisation:	Attended reintegration meeting? (Y/N)	Contact details:	Have they been informed of the reduced timetable?
	<i>Mother</i> <i>Father</i>			

## Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING				
Area for development	Current rating	Target rating	How will we achieve this?	Timescale/review date

AGREED SUPPORT		
Type of support	Support lead	Frequency

Is the pupil on a reduced timetable? (Y/N)

## Additional comments

<b>PUPIL'S COMMENTS</b>
<b>PARENTS'/CARERS' COMMENTS</b>
<b>SCHOOL'S COMMENTS</b>

Signed  
(pupil)

Signed  
(parent/guardian)

Signed  
(school)