



HBN Relationship Policy 2023

This policy should read in conjunction with all other relevant policies; Safeguarding policy, Anti Bullying Policy, Race Equality Policy, Acceptable Use Policy, PSHE Policy, DESC Policy on the use of physical contact, control or force on pupils (June 2016), DESC Suspension of Pupils; Policy and Procedures.

Primary Aims

At HBN we understand that all behaviour is a form of communication and that positive relationships support children to behave appropriately.

This policy sets out the expectations of behaviour at HBN Primary School. As caring community, we create an environment which encourages and reinforces positive behaviour and fostering of positive attitudes.

The aims of this policy are:

- To promote a positive ethos in school through shared understanding of values.
- To create a positive and consistent approach to supporting children's behaviour and communication that is underpinned by the 'HBN Behaviour Blue Print'. (See appendix)
- To create a positive learning environment that supports individuals to achieve.

Our School Rules

There are 3 school rules, everyone in our school should:



Be Ready



Be Respectful



Be Safe

These rules and symbols are to be visible in all classrooms and around school. They will be constantly referred to and promoted at all times

Recognition of Positive Behaviours

All classrooms will have a recognition board. These will be used to recognise, appreciate and celebrate attitudes and behaviours of individuals. Staff will change the focus of these regularly.

Members of staff send positive texts home to parents of children showing a good attitude, consistently following our rules and working hard. Good news phone calls are also used.

GROW and JIGSAWARD certificates will be presented in assemblies each week and FAB's (for consistent Fantastic Attitude and Behaviour) at the end of each half term.

Visible Adult Consistencies

It is expected that all adults model and commit to visible consistencies throughout the school at all times. Staff are expected to:

- Offer a willing helping hand - (*all staff to support one another and offer help*)
- Model and reinforce rules
- Be kind

Relentless Routines

These are key routines that must be adhered to and promoted by all members of staff.

- Greet all children each morning with a positive smile / hello.
- Be relentlessly bothered - pull children up for falling below the expectation. A simple reminder and a thank you is encouraged.
- Everyone to move around the school safely.
- Assume compliance - say thank you, not please

Stepped Sanctions

1. **Reminder** - remind child of the 3 rules.

e.g. *This is a reminder Billy, I need to see you being ready.*

2. **Warning** - clear verbal warning - outlining behaviour and consequence and offer support if needed.

e.g. *'Billy, this is your warning, you need to start your learning or I will have to speak to you at playtime. If you need help then I am here. Think carefully about your next step.*

3. **Last chance** - speak to child privately (if possible) and give them a final opportunity to engage. Delivered calmly. Use the 30 second intervention script. (see appendix)

e.g. *'I have noticed that you are getting distracted in the classroom.*

You know our focus is to be ready.

You have chosen to not follow the rule.

Because of that you need to speak to me for 2 minutes at lunchtime.

Do you remember when you wrote that fantastic story the other day and we showed Miss McCabe? That is who I need to see today.

Thank you for listening.'

4. **Consequence** - Time out - If the child still continues to not follow the school rules, there is a 'consequence' that is immediate and proportionate to behaviour. Depending on the nature of behaviour there are stepped consequences for behaviours, as set out below.

Miss part of playtime or equivalent - must be immediate and proportionate



Time out in a different class

(move to higher/parallel class) teacher inform parents



Sent to Head Teacher (Deputy Head if not available)

Head Teacher / Deputy Head to inform parents



Unsafe and inappropriate behaviour - Formal / Informal suspension

* Teachers will use their professional judgment if behaviours escalate, are persistent or are unsafe and can bypass stepped sanctions if needed.

Follow up Conversation

A restorative follow up conversation needs to take place after any of the above 'consequences'. The aim is to allow the child to reconsider their actions and replay their thought process and consider the impact of their behaviour on others. The end of the meeting should be positive. The following questions should be asked.

- What happened?
- What were you thinking/feeling at the time?
- Who else has been affected?
- How do they feel?
- What should we do to put things right?

Formal and Informal Suspension

- Unsafe and inappropriate behaviour is outlined as follows:
- Violence - physical contact made with the **intention** to harm
- Dangerous use of objects / equipment / furniture with intent
- Extreme defiance / rudeness
- Persistent taunting, teasing and bullying
- Spitting
- Biting

Extreme behaviour, persistent disruptive and challenging behaviour (as above) may lead to a pupil suspension. However, when looking at these behaviours staff always take into account the age and stage of development of the child involved. Only the Headteacher (or the Deputy Headteacher) has the power to suspend a child from school. The School's Articles of Government allow the Headteacher to suspend any pupil from attendance for a period or periods not exceeding 10 school days in any school term. If the Headteacher excludes a child, they inform the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of suspension. The Headteacher informs the DESC and the Governing Body about any suspensions. As a school we follow the DESC Suspension of Pupils: Policy and Procedures (July 2019).

Additional Needs and Individual Relationship Plans.

We recognise that for a small number of children, the 'HBN Behaviour Blueprint' is not appropriate and a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Key staff will develop an Individual Relationship Plan for these children (see appendices) that will be shared with all staff working with individuals. They may also need a risk assessment agreed between the pupil, staff and parents. The SENCo will work with key staff to draw up risk assessments and it will be shared with all staff working with that individual.

Physical Restraint

The school follows the DESC Policy on the use of physical contact, control or force on pupils.

The use of reasonable force to control or restrain pupils must only be used when other de-escalation strategies have been exhausted/failed or:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b) where there is a developing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is compromising good order and discipline.

For pupils who exhibit extreme behaviours and where it is likely that the use of reasonable force to handle/control/restrain will be necessary, there will be a risk assessment and behaviour plan which will outline any strategies including handling. This plan will be shared with parents. All instances where reasonable force has been used to control or restrain a pupil will be reported to the Headteacher (or member of SLT in their absence) and will be recorded in the 'Bound and Numbered Book'. Staff involved should also write a written report. These incidents **must** be reported to parents.

Recording, monitoring and evaluating behaviour

All staff keep records of the pupil's behaviour when necessary. Behaviour notes are added to Arbor and monitored by SLT.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. It is important for all adults on school site, including parents, model positive behaviour. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with DESC guidance.

Our Behaviour Policy has been informed by current school behaviour research by Pivotal Education and consultant Paul Dix.

This policy will be reviewed annually, with opportunities for consultation with staff, pupils and parents

Chair of Governing Body:..... Date:

Headteacher:Date:

Review date: April 2024

HBN Behaviour

At HBN ... 'together we learn and grow'

3 School Rules



Be ready



Be respectful



Be safe

Visible Adult Consistencies

Offer a helping hand
Model and reinforce rules
Be kind and understanding

Recognition

We will recognise, appreciate and celebrate those who make good choices

- Recognition boards in every classroom
- Regular positive texts and phone calls home.

Relentless Routines

Greet all children each morning with a positive smile / hello.

Everyone to move around the school safely and quietly.

Stepped Sanctions

1. Reminder (3 rules)

2. Warning
(outlining behaviour and offer support)

3. Last chance
(30 second intervention)

4. Consequence - Time out

5. Follow up
(restorative conversation)

Microscript

I have noticed ... (having trouble getting started, wandering around, playing with apparatus)

You know our focus is ... (3 rules)

You have chosen to not follow the rule.

Because of that you need to ... (speak to me for 2 minutes at playtime, move to another table)

Do you remember when you (refer to previous positive behaviour)?

That is who I need to see today.

Thank you for listening.

Follow up Restorative Conversation

- 1. What happened?**
How were you feeling?
- 2. Who and what did it impact?**
- 3. How should you put things right?**
How should you act differently next

Appendix 2

CONSEQUENCES

Miss part of playtime or equivalent - must be immediate and proportionate

**Time out in a different class
(move to higher/parallel class) teacher inform parents**

**Sent to Head Teacher (Deputy Head if not available)
HT / DH phone parents**

**Unsafe and inappropriate behaviour -
suspension / informal suspension**

Following behaviours:

Violence - physical contact made with the **intention** to harm

Dangerous use of objects / equipment / furniture with intent

Extreme defiance / rudeness

Persistent taunting, teasing and bullying

Spitting

Biting

Follow up conversation needed after all of above

* Teachers will use their professional judgment if behaviours escalate, are persistent or are unsafe and can bypass stepped sanctions if needed.

THINKING TIME PHRASES

“I am going to come and speak to you later about what will happen next.”

“I am going to walk away to give you / both of us time to calm down.”

“I don’t think I have enough information to make a decision right now.”

CONFLICT AVOIDANCE

I understand ... (that you are angry/upset).

I need you to ... (come with me so we can resolve this properly).

Maybe you are right ... (maybe I need to speak to them too).

I hear you ... (but I still need you to join the group).

Assertive Sentences

You need to...
(speak to me outside the room)

I need to see you... (following the agreed routines)

I expect...
(to see your table tidy in one minute)

I know you will...
(help Jen wash the paint trays)




Thank you for...
(letting go of her hair)

I have heard what you said, now you must...(collect your things and move to the thinking spot)

We will...(have a better day tomorrow)

Appendix 3 - Expectations by year

HBN Behaviour Expectations

	EYFS	KS1	Lower KS2	Upper KS2
 Be Ready	<p>Listening - Whole body listening, Follow instructions</p> <p>Be prepared - Focus on your activity.</p>	<p>Listening - Show you are listening (looking at the person, being quiet) Sitting smartly. Follow instructions</p> <p>Be prepared Have and be independent with resources</p>	<p>Listening - Follow instructions</p> <p>Be prepared Take ownership of resources - have what you need. Have the right mindset - give things a go. Be ready for next lesson - line up quickly and quietly at end of activities.</p>	<p>Listening - Listening to/following instructions and not talking during inputs.</p> <p>Be prepared Take ownership of resources - have what you need. Have the right mindset - give things a go. Be ready for next lesson - line up quickly and quietly at end of activities.</p>
 Be Respectful	<p>Responding to others Take turns in conversations. Share</p> <p>Care of resources and environment. Look after resources - tidy up time and play time.</p>	<p>Responding to others Use good manners Be kind Share</p> <p>Care of resources and environment. Tidy up equipment and look after resources.</p>	<p>Responding to others Speaking: good manners to all, including children. Show gratitude.</p> <p>Care of resources and environment. Look after environment and equipment. Show pride in themselves and the school. Respect personal space and opinions.</p>	<p>Responding to others Listen first and respond when needed. Good manners to all, including children.</p> <p>Care of resources and environment. Look after environment and equipment. Show pride in themselves and the school. Respect personal space and opinions.</p>
 Be Safe	<p>Moving around school Move around the environment safely - walk, keep left, single file. Listen to and follow instructions.</p> <p>Keep self and others safe. Kind hands and feet.</p>	<p>Moving around school Move around the environment safely - walk, keep left, single file. Listen to and follow instructions.</p> <p>Keep self and others safe. Keep hands and feet to self Use equipment/areas of classroom appropriately.</p>	<p>Moving around school Move around the environment safely - walk, keep left, single file.</p> <p>Keep self and others safe. Keeping hands, feet and hurtful words to self. Use equipment/areas of classroom appropriately.</p>	<p>Moving around school Move around the environment safely - walk, keep left, single file.</p> <p>Keep self and others safe. Use equipment/areas of classroom appropriately. Keeping hands, feet and hurtful words to self. Sit on chairs.</p>

Appendix 4 - Dealing with serious behaviours at a glance

Behaviour	Consequence
Swearing. This is never acceptable. Always pull up and explain not acceptable.	<p>If said with intent to another child - reminder, warning, classroom sanction and then phone call home by teacher. If persistent after this, phonecall by SLT.</p> <p>If said with intent to member of staff, referred to SLT and either phone call home or sent home.</p> <p>If secondary behaviour, focus on the main issue, pull up for swearing later.</p>
Biting	KS1 - If a mark is made, inform both parents, warn the first time that next time they will be sent home and send home if happens again. If mark left in KS2 should go home.
Persistent taunting, teasing and bullying	Referred to SLT and within school sanctions agreed e.g. not allowed to go out to play for a period of time, stopped from attending clubs, and meeting set up with parents.
Violence - physical contact made with the intention to harm	If a mark is left and there is true intent (a proper fight or anger), send to SLT, parents informed and probably sent home.
Dangerous use of objects / equipment / furniture with intent (if secondary behaviour due to crisis, focus on primary behaviour first and deal with that)	Sent to SLT, possibly sent home or suspended if unsafe for prolonged period of time.
Extreme defiance / rudeness	Sent to SLT and possibly sent home. Suspension if for prolonged period of time or particularly extreme.

Age and stage of development will always be taken into account.

NB - Sending home/suspension is for extreme behaviours. Remember we are here to educate first and foremost and a decision to send home should never be taken lightly.

NB2 - These consequences will work alongside restorative conversations and a plan to move forward so it doesn't happen again. A plan to move forward will usually, but not always, involve an apology, which may need to be modelled in Key Stage One. Sometimes adults may need to apologise too. The focus should be on "what can you do to make this situation better."

Appendix 5 - Reminder cards for staff lanyards.

Appendix 6

Restorative Conversation

1. **What happened?**
How were you feeling?
2. **Who and what did it impact?**
3. **How should you put things right?**
How should you act differently next time?

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Stepped Sanctions

1. **Reminder** (can be non-verbal).
2. **Warning**
3. **Last chance**
4. **Consequence**
5. **Follow up** (restorative conversation)

PIP AND RIP!

Praise in public, remind in private.

Stepped Sanctions

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5. **Follow up** (restorative conversation)

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Conflict Avoidance Lines

I recognise that...

I hear what you're saying, but...

You need to...

I expect...

We don't do that at HBN.

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Appendix 5 - Individual Relationship Plan

CHILD NAME

SEN Level
Reason Why

I like...

Triggers

How can you help me?

Appendix 6 - Guidance for staff

Role models

We recognise that we are role models for our pupils.

Therefore staff will:

- Speak politely to each other and treat each other with respect and kindness
- Use good manners to each other and pupils
- Model good listening during class inputs and assemblies
- Laugh with each other
- Staff follow school rules/procedures in front of pupils e.g. around snack, phones etc.

Language

When talking about pupils we use language that supports children e.g. pupils are “in crisis” or “dis-regulated” as opposed to “naughty” “kicking off” or “on one.”

Change of Face

We recognise a change of face may diffuse a situation and support a child to return to learning.

We offer this by saying:

Help is available.

More help is available.

Is your cup full?

We accept/defer this by saying:

Thank you

Not right now, come and check in x minutes

Supporting colleagues

We recognise that everyone sometimes needs support managing situations. We also recognise that to deal with situations thoroughly can take time. We will help our colleagues deal with situations/ instances of dis-regulation.

We can do this by:

Taking the class while the teacher speaks to children

Offering to do a duty to allow a colleague to deal with something.

Sending a support staff member to take someone else's class.

Teachers having a list on display that someone can do with their class if they have to take over.

Recognising that the staff members dealing with a child will have made decisions based on full knowledge of the child and situation. Therefore, we will not judge or criticise the decisions of others.

Reflecting on serious incidents with the year group team and SLT, as appropriate, and agreeing next steps. We don't always get it right and that's OK.

Restorative Conversations

The most appropriate person will carry out these conversations. This may be SLT, the class teacher or supports staff. Staff use their professional judgement as to when these happen. For some children immediately is appropriate, for others it may be some time later. Sometimes these conversations can be managed in the classrooms or at playtimes. If teachers need a colleague to cover for you, all classes will have a “Things to do if my teacher isn't here..” chart that support staff can use. If cover isn't possible from within the Key Stage Team, SLT will be asked to support.

Corporate understanding of significant children

So all staff understand the needs of and ways to deal with significant individuals we will:

- have relationship plans in a file in the staffroom.
- have a half termly staff meeting time to update other teams on significant children.

Calm down spaces

Staff will set up calming spaces. If a child is using it, check with the class staff before interacting e.g.

WE ALL REMEMBER TO PRAISE IN PUBLIC AND REMIND IN PRIVATE.