HANNAH MORE
PRIMARY SCHOOL

Policy Title: Behaviour Policy

Date Drafted: October 24

Date presented to Governors: 24.10.24

Effective From: 25.10.24

Date for Renewal: October 2025

Signed by the Headteacher: *Kevin Hawkins*

The Behaviour Policy is one of a group of documents that come under the umbrella title of 'Safeguarding at Hannah More'

The other documents in this group should be read in conjunction with this policy to give the full picture of safeguarding arrangements at Hannah More. These are:

- Keeping Children Safe in Education
- Safeguarding and child protection
- Safer Recruitment Policy
- Whistleblowing Policy
- Code of Conduct for Staff
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy
- Policy for Supporting Children in Care
- Attendance Policy
- Health and Safety Policy
- Guide to Safer Working Practice

Changes to policy	
September 24	4e Amendment to exclusions – Can be Deputy Head
September 24	5 Addition of lunchtime behaviour section
September 24	6 Change to CPOMs recording for lunchtime staff

Contents

Behaviour Strategy – Hannah More Primary School

This policy has been developed in consultation with children, staff, parents and governors. The Bristol Belonging strategy has been used to guide discussions around understanding the reasons behind behaviour and the need for equity in our approach.

1. Our Vision

Our vision for behaviour at Hannah More is underpinned by our school values of Nurture, Respect, Enjoyment, Openness and Determination.

Relationships:

There are warm, positive and trusting relationships at Hannah More. Children, staff and parents will be happy and respect will be shown through a calm and courteous approach. Adults will respond calmly to children, recognising their strengths and taking an interest in individuals; their learning, lives and interests. All staff and children feel valued and display a sense of belonging to the school community. Adults are consistent in approach, using positive language and fostering trust through active listening and supportive responses. Children are confident working in a variety of groups regardless of gender or ethnicity. Children have the confidence, training and opportunity to act in mentoring roles for other children.

Learning:

Children are on time for school and attend regularly so they can get the most from their learning. Lessons are interesting and expectations clear so that children are engaged and enjoy learning using resources effectively and independently. Children are able to work with peers, independently or under teacher direction without distraction or conflict. They feel safe and confident within the classroom to have the resilience to try new things. A range of learning skills are actively taught through our Hannah More PSHE curriculum to enable children to take control of their own development. Parents take an active role in their children's education.

Play:

Playtimes are happy, fun and enjoyable. There are clear boundaries and expectations. Playground sports are played in specific locations and will be specifically timetabled for each year group. Play is inclusive and safe. Children have opportunities for adult organised and child-initiated play and are confident to participate in all of these. They are actively taught the skills required to play effectively; they can engage in imaginative play and competitive games, they take turns and deal with the consequences of losing or winning. A variety of resources are available and adults will take time to model effective play. Children are able to resolve conflicts independently with encouragement from adults or their peers. When children are struggling with the curriculum, play is used throughout the school to enable all children to learn.

Managing Emotions:

The Zones of regulation are used throughout the school to give children the tools to be able to articulate and regulate their emotions. Children understand that managing emotions is an important life skill and are actively taught how to do so in a range of ways including well-planned circle time. Emotional regulation is regularly visited through the bespoke Hannah More PSHE curriculum. Children become more resilient and know how to recognise and manage their feelings. Their self-esteem is strong. Positive and optimistic attitudes and language are used by both children and adults and adults model how to understand and express emotions using the Zones of regulation displays and boards.

Routines:

Clear expectations for all routines are known, reinforced regularly and displayed throughout the school using visual timetables. All children follow these routines and all adults take responsibility for ensuring they are followed. Children move calmly around the school and sit quietly and calmly during assembly. Transitions are calm ensuring children are ready to learn when they return to class. Courtesy is shown between adults and children.

2. Principles of our behaviour strategy

1. **Children's learning is understood developmentally**
   Academic and social learning is a cumulative process. If stages are missed out, later learning will falter as the foundations are weak. Children need to learn at a level that's appropriate to their developmental stage for it to have meaning and become embedded. We believe that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

2. **The classroom offers a safe base**
   A child will feel safe when the relationships are strong, routines are consistent and they are valued as an individual. Clear and consistently applied boundaries are made explicit, as are any consequences, positive or negative that follow certain behaviours. Opportunities are offered to children to explore concerns or issues publicly, for example through circle time, and privately through classroom tools such as worry boxes.

3. **The importance of nurture for the development of wellbeing**
   We put relationships first. We aim to create a culture that fosters connection, inclusion, respect and value for all members of the school community. Adults take a non-judgmental, curious and empathic attitude towards behaviour. We focus on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

4. **Language is a vital means of communication**
   Children's behaviour can be a negative manifestation of deep emotion. We equip children with the language they need to be able to articulate emotions constructively. We do this through direct teaching, modelling and having the time to reflect on when things have gone wrong.

5. **All behaviour is communication**
   Behaviour is the communication of an emotional need. Viewing it as such, and being curious about the nature of that emotional need, supports adults to respond constructively to the child rather than negatively to the behaviour. Not all behaviours are a matter of 'choice' and not all factors linked to a child's behaviour are within their control. The ACES video can help explain some of these factors.
   https://www.youtube.com/watch?v=XHgLYI9KZ-A

6. **The importance of transition in children's lives**
   Change is a difficult thing for some children to manage. Changes to routines, adults or expectations, need to be carefully planned for and children supported to understand

them. Transitions within the school day should be planned and executed smoothly to avoid them becoming flash points.

3. Our school Rules: Clarifying and Teaching the Expectations

Our school has three key rules:

Be Safe

Show respect

Engage

These rules are taught to children each year. Within each rule there are a range of behaviours expected – these are teased out with support from the children at an age appropriate level and become the 'Class Charter' for that class. Although the charters are similar, it is important that children have a sense that the charter is something they have contributed to and thus 'own'. The class charter should be displayed prominently and referred to regularly through the year to reinforce the expectations or explore them in more detail.

The table below indicates some things that could be covered within the teaching of each rule.

Be safe	Being in the right place at the right time Keeping hands and feet to self Using equipment appropriately – inside and out Keeping calm Finding ways to manage difficult emotions
Show respect	Listening well to adults and children Treating each other fairly Being polite Looking after the environment Following instructions Welcoming visitors warmly
Engage	Focusing on input to lessons Focusing on tasks Collaborating well Asking questions Listening to each other Learning from mistakes

4. Tools for supporting the management of behaviour

4a. Positive Consequences

We expect all children to behave in a positive manner towards their peers and staff and as such individuals who achieve this receive positive consequences and incentives. These positive consequences are consistent throughout the school.

Verbal Praise. Verbal praise should always be used to recognise positive behaviour and individual achievements. It should be specific so that a child understands exactly which behaviour is being praised.

Superkid. A child is allocated the award of Super Kid once a week in our celebration assembly for exhibiting positive learning skills or behaviours. All children should get an opportunity to be super kid at some point during the year. Teachers must notify the parent of the child in advance in order for the parent to attend the assembly.

Learning Champion. During the last week of each term a Learning Champion is chosen from each class. The Leaning Champion should be someone who has displayed exceptional learning behaviours throughout the term.

Golden Time. Golden time occurs throughout the school on a Friday afternoon. Golden time lasts for 30 minutes and the minutes are earned by the class throughout the week. Golden time is not 'free time' but an opportunity for the teacher to organise activities that promote strong social skills; sharing, playing fairly, losing gracefully etc.

Class Treat. Classes can earn points towards a class treat. These are usually themed to suit the class – e.g. Earn 10 teeth on the enormous crocodile. The points can be allocated by all members of staff for reasons such as teamwork, whole class achievement and demonstrating the gold standard when moving around the school.

Marvellous Me. Marvellous me is an online platform which is used to share positive messages about children's successes at school. A badge should be given to each child at least once every two weeks. At least one whole class activity should be shared with parents each week with photos of learning. The thumbs up are used to award house points.

House Points. The school is divided in to 4 houses: Oak, Chestnut, Sycamore and Beech. Siblings are in the same house. House Points can be awarded for respecting the rights of others, demonstrating appropriate behaviour, following instructions, homework, excellent manners, acts of kindness and demonstrating elements of the school's values. House points are recorded on Marvellous Me. At the end of each term the house with the most points will have a house treat afternoon. House points are allocated in sets of 5 between 5 and 20.

4b. Recognition boards

Every classroom should have a recognition board. The recognition board will reflect the school values and the class target. Teachers should work with their class to select a target to work towards. For example; 'We won't shout out in class'. As children meet the values or the target their name is put on the board. Teachers should aim to get everyone's name on the board.

4c. Zones of Regulation

To be used with *The Zones of Regulation*™ curriculum
Reproducible E

The **ZONES** of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Elated/Ecstatic
Bored	Focused	Excited	Devastated
Moving Slowly	Relaxed	Loss of Some Control	Out of Control

Every class should have a Zone of Regulation board with all of the children's names. Children are able to move their name between the zones depending on their mood. Behaviour is often a signal that something isn't right and if children are given the option to flag this up, extreme behaviour can be avoided. If a child places their name on blue, yellow or red, a member of staff can have a conversation about why they are feeling like that.

4c. The four steps of consequence

Teachers must use a clear and consistent approach to behaviour. If children are not following the rules, the following consequence steps should be applied. The consequence steps should be displayed in the classroom. An act of physical aggression against children or adults will result in an automatic move to step 4.

CONSEQUENCE STEPS FOR CLASSROOM BEHAVIOUR

Hannah More Primary School

Be safe

Show respect

Engage

Step 1: Warning!

Step 2:
12:00 10 minutes of learning catch up with Mr Hawkins or Mrs Barbour in Enormous Crocodiles classroom.

Step 3:
12:00 15 minutes of learning catch up with Mr Hawkins or Mrs Barbour in Enormous Crocodiles classroom.

Phone call to parents.

Step 4:
12:00 30 minutes of learning catch up with Mr Hawkins or Mrs Barbour in Enormous Crocodiles classroom.

Meeting with parents.

To help with the transition to Secondary school, children in year 6 will receive an after-school detention for 30 minutes if and when they reach Step 4.

4d. Offensive language notes

If children are heard by adults using offensive language at school, they should be issued with an offensive language note. The note is written by the adult present and then given to the parent/carer at the end of the day.

Hannah More Primary School

Offensive language note

Name: _____   Date: _____

Your child was heard saying: _____
by a member of staff.

This is offensive because it is:

Swearing/inappropriate language	☐	Homophobic	☐
Sexual	☐	Insulting	☐
Racist	☐	Religious prejudice	☐

Respect is one of our core values so please discuss the meaning of the words and how they can be offensive. If this language continues, we will ask you to meet us to discuss ways to support your child.
If you need to discuss this further, or don't understand the words, please speak to Mr Hawkins or Mrs Barbour.

4e. Exclusions

Behaviour will be treated in an equitable way and therefore there can be no specific guidelines on what constitutes behaviour worthy of exclusion. Each case will be considered individually.

In the event that behaviour has caused significant damage to property, harm to individuals or put others in danger, a fixed term exclusion may be deemed appropriate. The Headteacher will make the decision to exclude a pupil and for how long. In the absence of the Headteacher, the Acting Head can make the decision to exclude for a fixed period. A fixed-term exclusion will involve an official letter to parents and a meeting on their return. A plan will be created between the child, teachers and parent/carers to ensure that the child is supported on their return. Fixed-term exclusions will be recorded on the register and child's records.

In extreme cases a permanent exclusion might be deemed necessary. This would only be considered in consultation with the Governing body.

5. Lunchtime behaviour

Lunchtime staff will be trained on the 'Zones of Regulation' and should use the associated language when dealing with behaviour incidents. Lunchtime staff will also be trained to use restorative scripts (Appendix 3). Lunchtime staff are stationed on different areas of the lunch hall and playground. This ensures that all areas are monitored by adults. Each staff member is linked to a class. Children with a high level of need will have a teaching assistant with them during lunchtime. This also increases the known adults on the playground.

Any behaviours that the class teacher needs to be aware of – positive or negative – will be passed on by the member of the lunchtime staff that is linked to their class.
On the occasions that children's behaviour is not safe or respectful, they will be given a lunchtime reflection the following day. The following list gives some examples:

- Physical aggression towards others
- Swearing
- Being rude to a member of staff
- Not following instructions
- Being unsafe

Lunchtime reflections are staffed by the leadership team. Children will be taken through the reflection questions (Appendix 4) to try and unpick where things went wrong. A letter is sent home to parents to tell them why their child was in reflection. In cases where behaviour doesn't improve, a conversation will be had with parents.

6. Recording and Monitoring

CPOMs

CPOMs should be used to record any instances of extreme behaviour. If a child is having repeated problems with behaviour, the recording of incidents will help to build a picture over time. CPOMs allows the safeguarding team to monitor behaviour and look out for children whose behaviour might be a clear signal that something isn't right in the family. Adults need to use their professional judgement as to whether a behavioural incident needs to be recorded on CPOMs. Staff will receive training in order to make judgements about the behaviours or concerns that need to be logged. Lunchtime staff, or other staff without CPOMs access, should report incidents to their line manager who will record them on CPOMs.

Consequence step log

Teachers need to keep a record of which children have been moved through the consequence steps each day. Firstly, this ensures consistency and fairness in approach. Secondly, it allows teachers and SLT to track children who are struggling with their behaviour.

Appendix 1 - Key Adults at Hannah More

A key adult is someone who acts as an additional attachment figure within the school for a child and aims to create a genuine, empathetic relationship. The key adult works with the child to build a trusting relationship and provide them with a 'secure base' within school. They also act as a 'champion' for the child and are available for the child to call on. The core aims of the key adult relationship are to:

- Develop trust in the key adult, by experiencing consistent, emotional and physical support

- Manage their own feelings by receiving sensitive responses from the key adult, who attunes themselves to their key child

- Develop an increased sense of self-esteem by experiencing acceptance

- Feel effective by being engaged in relationships with both adults and peers

This will look different for each child, as it will be planned to meet each child's individual needs. However, this will usually involve daily check-ins with the child and weekly 'special time' whereby the adult and child do a planned activity together. It is important that the key adult and child's teacher work as a tight team, supporting one another within their roles.

1. Language that helps

We construct instructions positively and use positive role models	• "Can you put the pencil on the table please?" • "Please walk" • "Thank you x you are setting the example"	Doing this gives children a sense of what to do to succeed rather than giving them a sense of shame for failing.
We acknowledge children's emotions and give them strategies to verbalise them	• "I can see that you might be feeling …." • "I am feeling worried that you are …." • "Can you use your words?" • "I wonder if you are feeling ….."	Knowing that emotions have names supports children to be able to talk about them – it develops a language of emotional literacy.
We offer choices to children	• "You could … or you could…." (equal choices – not make a good choice or get a punishment) • If you can't choose I will make the choice.	Children remain in control if they are able to make a choice. It is easy to fall into the trap of offering a positive and negative choice – this is not empowering.
We repeatedly reiterate our care for each child both through our verbal language, our tone and our body language	• "I care about you and want you to do well so I expect to see…"	Children may be used to rejection when they misbehave. For some, this is so inevitable, they push boundaries to attempt to provoke that response.
We acknowledge that it may take time for a child to be ready to speak with an adult and ensure that our classrooms have appropriate spaces for calming	• "When you are ready I will listen"	When children are highly distressed, they are in fight or flight mode and unable to reason or use the rational part of their brain. The only way to be able to engage in restorative dialogue is to wait until they are calmer.
We use clear, concise instructions supported by		Children with EAL or specific language needs will not be able to process complex instructions effectively – this will

visuals or written instructions as appropriate		lead to them switching off or being unclear when they start tasks.
We are explicit about behaviours. We make it clear why we are rewarding or sanctioning a child and we use this technique to set examples of excellence	"Well done x and y for explaining instructions to each other" "I like the way you used my example to help you" "Those children weren't able to concentrate because you talked to them during work time" "I am moving you to silver because….. "I like the way x congratulated the winning team although you lost – this shows you are mature enough to accept things not going your way "I notice you are trying really hard…" "I love/like how you….." "Thank you for……"	Repeatedly describing and naming behaviour empowers children and helps them to understand it more deeply. It gives clear messages about the behaviour that is valued and that which is unacceptable. When children don't understand why a sanction has been issued they feel disempowered and often retaliate angrily because they perceive an injustice has occurred. When children are given rewards easily or without specific praise, these too become devalued.
We encourage children to reflect on their behaviour in a supportive way	"Do you remember how you felt when you showed your work?" "Do you think that you made some mistakes/wrong choices?....What different choices could you have made?" "If you were x (victim), how would you be feeling now? Why?"	It is important that children learn that they can make mistakes and move on. Shame is a very powerful and paralysing emotion that can lead to low self-esteem and anger. By supporting children to work through mistakes, we help them to manage that emotion and repair mistakes rather than dwell on them.
We use distraction as a tool to diffuse difficult situations – always coming back to address the issue after the child is calm	"I wonder if you'd like me to help you for 5 minutes?" "Shall we go for a walk outside?" "Have you read this story?"	Distraction can avert a major meltdown and allow a child to regulate themselves. Although it can seem counter intuitive to offer something enjoyable to a child who has may have hurt someone or caused upset, it will create a distance from the issue and allow the child to be able to revisit what happened more calmly at a later stage.

We create a sense of group identity and responsibility	• Why are we having this conversation? • How can we work together to improve things/help someone?	Humans thrive on feeling part of a group, it provides safety and can engender pride. If the sense of group identity is positive and strong, children will want to contribute to make that community the best it can be.

Appendix 3 – Restorative Scripts

Characteristics of Restorative Language

Open questions - always ask open questions that require full answer rather than a question where you only need to answer with a yes or no.
Fair: - Ask both parties the same questions, giving every one the opportunity to speak.

Non-judgemental questions - remember not to prejudge the outcome of any conversation before it takes place.
Enquiring: - never assume you know what has happened.

Shared vocabulary - pupils need a fluent emotional vocabulary to be able to participate in emotionally literate conversations. Schools are ideally placed to identify and develop a shared language with young people.

Other elements - body language and tone of voice are two extremely important constituents of restorative language. Body language should be non-aggressive and non- confrontational and it is vital to allow pupils their own personal space. Tone of voice should be calm, respectful and non-judgemental.

Simple restorative approach process

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- Who has been affected by this? In what way have they been affected?
- What do you think you need to do to make things right?

Example questions of restorative approach

1. Pre Chat Questions and Statements

- We all need some time to think about what has just happened.
- We need to speak about this when we have had some time to think about how this happened.
- Take some time and we will talk about this.
- This needs to be sorted out: I can see you are not ready right now – we will talk about this later.

2. Enquiry Questions

- Can you explain what happened?
- What happened just before this?
- Where were you when this happened?

3. Intended Outcome Questions

- What did you want to happen?
- What were you trying to achieve?
- What were you thinking at the time?
- What were you trying to tell X?

4. Emotional Intent Questions

- How were you feeling at the time?
- What was going through your mind when .....
- What were you thinking at that point?

5. Emotional Reflection Questions

- What do you think about this now?
- How are you feeling now?
- Now that you've had time to think and calm down how does that change things?
- Who else do you think has been affected by this?

6. Resolution Questions

- What do you need (to do) so that:
    - things can be put right?
    - the harm can be repaired?
    - you can move on?
- What can you do so x feels sure this won't happen again?
- What needs to happen to put this right?
- What did you want X to do?

7. Future Behaviour Questions

- How could this situation be dealt with differently another time?
- How will we know that it's working?
- What would that look like?
- What needs to happen to ensure that this works?
- What difference will it make to you if this works/doesn't work?

Appendix 4 – Reflection sheet

Moving on.....

| Name: | Adult: | Date and day of incident: |

What happened ...

What Zone was I in? What was the trigger?

| Who has been affected by this? | How can this be put right? |

Targets going forward (what could you do differently next time?)

| Signed (child): | Signed (adult): |