HANNAH MORE
PRIMARY SCHOOL

Policy Title: Behaviour Policy

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Signed by the Headteacher:

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
- 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

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Behaviour Strategy – Hannah More Primary School

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 calm, 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 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. Play is inclusive and safe. Children have opportunities for adult organised, child organised and for their own 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 is available and used effectively, and adults model effective play. Children are able to resolve conflicts independently with encouragement from adults or their peers.

Managing 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. They can, therefore, clearly articulate and explain their emotions, 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.

Routines:

Clear expectations for all routines are known, reinforced regularly and displayed throughout the school. All children follow these routines and all adults take responsibility for ensuring they are followed. Children and staff are aware of daily and weekly timetables. 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, through modelling and through the reflection on incidents where 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.

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.

The nurture principles have also been used to create the 'Hannah More Way', a document that exemplifies and explains how the adults' behaviour can support children to feel safe, valued, appreciated and thus ready to learn. It is in Appendix 3.

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 recognise positive behaviour and individual achievements. It should be specific so that a child understands exactly which behaviour is being praised.

Gold Stickers. Gold stickers are given to any child who reaches gold on the school's behaviour chart.

Super Kid. 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.

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.

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 collected in an app and can be displayed in each class at any time. 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. Restorative Consequences

When a child's behaviour has resulted in them moving down the behaviour chart, the relationship between the child and the adult that has moved them has been damaged. To rebuild the relationship and learn from it, a restorative discussion between the child and the teacher needs to take place. The 'purple' and 'red' sheets in the appendices provide a structure for these conversations. The purpose of these conversations is to support the child to move forward and take responsibility for their actions but also to recognise that relationships can be repaired. Children make mistakes and want to be supported to learn from them rather than to feel ashamed.

As part of the conversation the adult and the child identify a consequence for the negative behaviour. These consequences are most impactful where they involve the child providing some compensation for their behaviour. For example, if a child has thrown equipment, perhaps they tidy another area of the classroom.

4c. The behaviour chart

Each class has a behaviour chart and the Sports coach has a mobile chart. Each child begins the day on green and will be moved up for positive achievements and down for things that break rules or are not conducive to learning. The yellow to gold section of the chart is publicly displayed in the classroom and the children's faces displayed on them. If a child's behaviour results in them going onto yellow or below, they are removed from the chart and the teacher keeps a private record of the colours. Children can return to the public board when their behaviour improves and they have effectively been through a restorative process.

You are doing exceptionally well!!

Children will move to gold when they achieve something exceptional. A Gold sticker will be awarded to any child who reaches gold during a day.

You are exceeding expectations!

Children will move to silver when they have shown behaviour or learning a little above and beyond expectations, or perhaps because they have remained on green for an extended period if this is something they find difficult.

Excellent!

You are doing the right thing, well done!

Children will be rewarded for staying on green, silver or gold for the week and for the term. Their names will be on this section of the classroom display and teachers will give them lots of praise and encouragement for remaining on Excellent. Children who have stayed on excellent for the whole term will receive a special green certificate as a reward.

Step 1

You have been given a warning.

The first warning a child receives should always be verbal and it should be made explicit that the verbal warning has been given. Children receiving a second warning for breaking class and school rules will move to this step. If a child turns their behaviour around they may return to green ONCE during the day. This is the only example of when I child can move back up the behaviour chart. They are encouraged to think about their behaviour and how to avoid moving to step 2..

Step 2

You have a chance to turn things around in your own classroom

Children are moved to this stage after a third warning for breaking class or school rules. They will be asked to move to another part of the classroom and reminded of the rules they broke and the expectations. They will remain on this step until the end of the day and their behaviour will be monitored to ensure appropriate support is given

Step 3

You have a chance to turn things around after some time out in a partner class

Children continuing to break class rules, or in cases of serious misdemeanours; leaving the classroom, throwing things, swearing or hurting another child. Child will move to step 3. They will be sent to a partner class where they complete a reflection sheet. They will be asked to reflect on their behaviour and think about how they can turn it around. Teachers will contact parents by phone or in person at the end of the day if children reach this stage. Children reaching this stage of the behaviour chart more than 3 or 4 times a term may require a behaviour plan which should be discussed with the parents.

Step 4

Your parents will be invited in to see how your teachers and parents can work together to help you improve.

Children reaching step 4 will be taken to a designated member of SLT to talk through what led to them getting to Purple and how they can repair the damage that has been caused. A sanction will also be agreed. The child will have an opportunity soon after the purple has been issued to discuss their reflection sheet, using a restorative approach, with their teacher and set new targets. It is rare that children reach this stage. Strategies will be put in place through discussion with parents and school adults to support the child to improve. Children reaching this step more than once or twice a term may need to be removed from the behaviour board and work on a different system for a period of time.

4d. Supporting behaviour when it causes concern

If a child is struggling to manage in class and has reached red more than twice in a week or three times in a term then the teacher will put in an action plan to support the child. When doing this the teacher will understand that all behaviour is communication and this principle will be central to the plan put in place.

Child's behaviour causing concern – maybe they have reached red more than twice in a week or three times in a fortnight OR they have reached purple for the first time OR you just feel that things have slipped. Time to act!

Adults explore what needs the child is expressing through their behaviour – this could be a wide range of things - that they can't manage the work and feel humiliated, that a friendship has been broken and they feel devastated, that they have been promised something if they behave well and are overwhelmed by the responsibility or simply that they've had insufficient sleep or breakfast and are hungry or tired.

The class teacher meets with the child and the parent to identify what is going wrong and work out what it would look like if the behaviour was reversed. This vision becomes the targets. A behavioural plan is set up to support achievement of targets i.e. sticker charts, rewards – both at home and school. A system of feedback to parents is established – could be a book, daily phone call, or check in at the end of the day. Parents encouraged to offer small rewards for positive daily feedback. This plan should aim to ensure that the child is successful so care must be given to ensuring the targets are achievable. If the child begins to fail regularly then the teacher will need to adjust the targets earlier than the planned review. Carry out a formal review after specified period e.g. two weeks.

Behaviour improves.

Behaviour continues to be monitored using standard systems and possibly low level nurture support.

Behaviour still causing concern. Referral to the nurture team made. Nurture staff carry out observation and further parent meeting (team around the child) is convened to plan strategies going forward. Nature of nurture support agreed. Child may be removed from class monitoring systems during this period and individual monitoring established instead. Parents should receive daily or weekly feedback about progress Reviewed after specified time period .e.g. 2-4 weeks

Behaviour improves. Behaviour continues to be monitored using standard systems

Behaviour still causing concern.

Inclusion lead or other SLT member to attend review with parents, Bluebell staff and teacher. Support from external agencies sought – e.g. Educational Psychology, EBD outreach etc. Further plan created in conjunction with appropriate agency.

Possible strategies to support a child who is struggling

- Reward chart – this must be engaging for the child and have achievable and clear targets
- Home / school diary
- Home / school reward chart – child collects token rewards to take home and put on reward chart at home
- Target card that is shared with an appropriate adult
- Praise time with teacher
- Bluebell referral for extra support
- Moving seat in class
- Temporary removal from behaviour board and individual system out in place
- Carefully pre planned responses to certain behaviours that are shared with all adults working with them for consistency e.g. child given a job if you can see they are unsettled

4e. Promoting positive behaviour at unstructured times

"Playing is integral to children's enjoyment of their lives, their health and their development. Children and young people – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need and want to play, indoors and out, in whatever way they can. Through playing, children are creating their own culture, developing their abilities, exploring their creativity and learning about themselves, other people and the world around them. Children need and want to stretch and challenge themselves when they play. Play provision and play space that is stimulating and exciting allows children to encounter and learn about risk. This helps them to build confidence, learn skills and develop resilience at their own pace." Play England "Charter for Children's Play" 2015

At Hannah More we value children's play as an important part of their school experience. Recent research suggests that children's access to good play provision can:

- increase their self-awareness, self-esteem, and self-respect
- improve and maintain their physical and mental health
- give them the opportunity to mix with other children
- allow them to increase their confidence through developing new skills
- promote their imagination, independence and creativity
- offer opportunities for children of all abilities and backgrounds to play together
- provide opportunities for developing social skills and learning
- build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations
- provide opportunities to learn about their environment and the wider community.
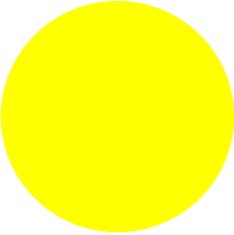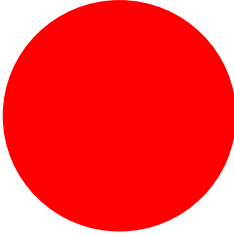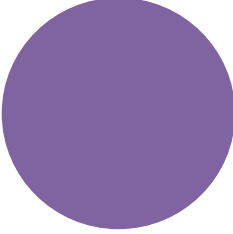
At Hannah More we aim to create an environment where children can make a wide range of independent choices about the type of play they engage in. The role of the adults is to provide that environment and support children where necessary to remain safe.

At unstructured times the rewards to children are largely intrinsic. Positive play is an enjoyable activity; when children have played well they will feel a sense of satisfaction about that play. It is often useful, however, to celebrate examples of positive play as a teaching tool to enable children to explore what the ingredients of successful play are. Lunchtime link workers will feed back daily positive play stories to class teachers.

Rewards for positive behaviour may also involve facilitating children to have more of an activity they play well or particularly enjoy.

In the lunch hall raffle tickets are issued to children behaving well. Staff will add their name and class to the back of the ticket and it will be put into the lunchtime raffle box. 4 children drawn from the box each Friday in assembly will be able to bring a friend to have lunch on a special 'golden' table with squash and treats.

Restorative Consequences and Behaviour Points at Playtimes

	Step 1 **You've been given a formal warning** You will be given a verbal warning before being given a yellow point. When you are given a yellow point this is a warning and you will need to take 5 minutes out of your playtime on the bench to reflect on your behaviour. A member of staff will tell you when to go.
	Step 2 **You have been given some time off the playground to turn your behaviour around.** Your behaviour has broken the school rules more than twice, or you are angry and you need some time to calm down. You will be offered the opportunity to go to the restorative area to calm down and/or discuss what's happened. You may need to calm down inside.
	Step 3 You have refused to follow adult instructions on a red point. SLT will be informed, you will miss all of your lunchtime the next day and your parents will be informed.

The restorative area on the playground is a designated area for children to access to help them resolve problems and conflict and give them a space to calm down. The restorative area always has a designated adult available who facilitates an opportunity for everyone to be heard and provides an opportunity for

healing. Children may choose to access this area themselves or be directed by another staff member. If children are directed to the area then they are expected to stay in the area until they adult feels that they are ready to go back onto the playground. The adult will use restorative scripts to gain insight into what has happened and help find a resolution that all parties are happy with. The adult understands that every situation is different and that in some cases simply putting things right may be enough for the problem to be resolved. Equally, in some cases a restorative consequence may also be needed. This will be appropriate to the situation. An example of this may be: child is rude to a staff member – the child then apologises to the staff member and helps them to tidy away equipment at end of lunch.

Alternative arrangements at lunchtime:

There is a 'lunch club' organised from the M4KC room on a daily basis. This provides an alternative managed play environment for those children who may find the playground overwhelming, e.g. those with ASC.
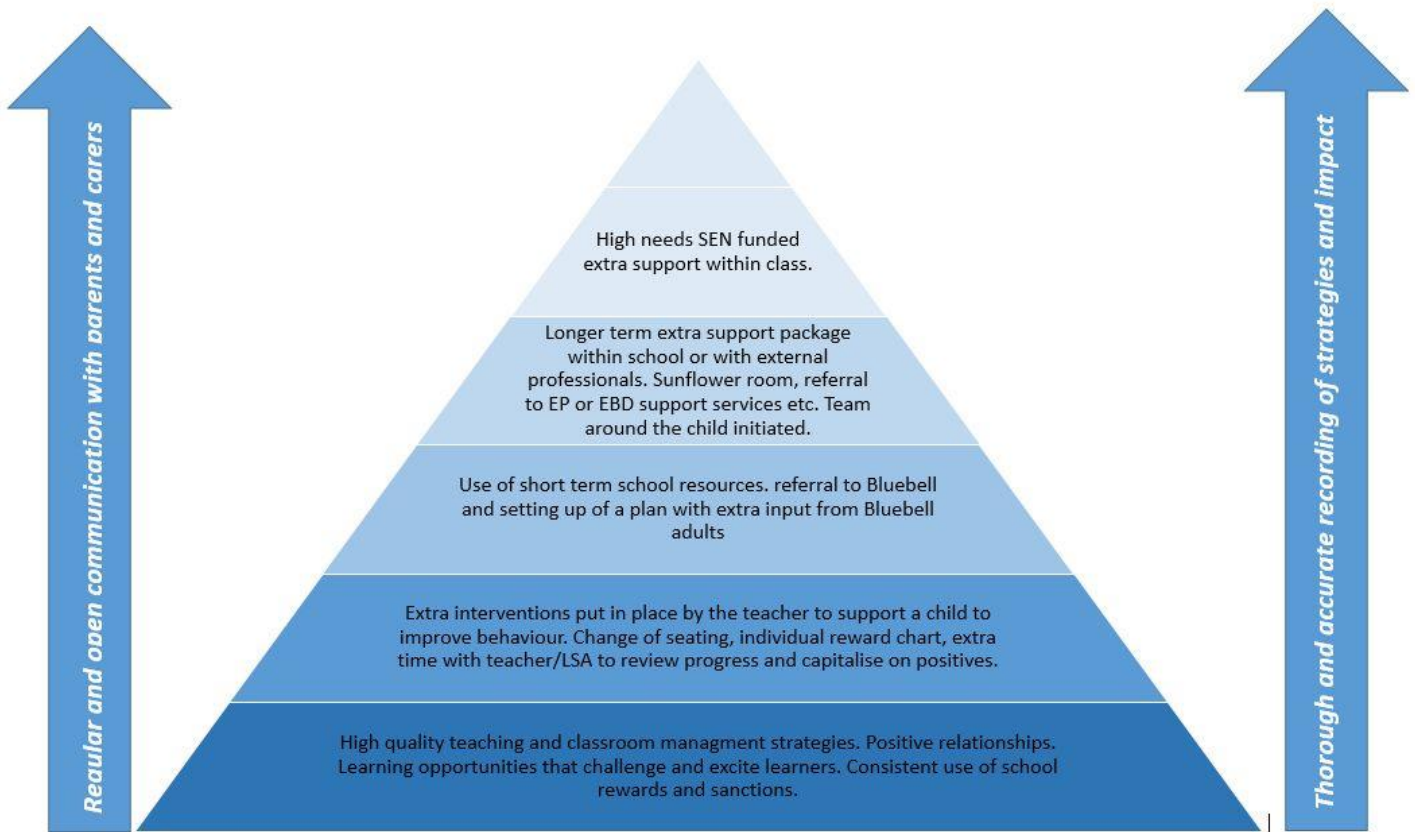
Children who repeatedly gain red points during unstructured play may lose their right to the full playtime. They will then go onto the 'red card' system whereby they build up time outside based on successful time spent. E.g. if they have 10 minutes successfully then they get 15 or 20 the following day.

5. Recording and Monitoring

Accurate and systematic recording is important to ensure that Teachers are asked to record daily the lowest point each child reaches on the behaviour chart. This record enables the teacher to track patterns in behaviour and plan interventions as appropriate. This is also analysed by the Nurture Lead to ensure that the right support is being offered to the right children. When a child goes to red or purple a reflection sheet is completed. These are stored by the class teacher in a Behaviour Records folder. These are checked termly by the Nurture lead and feedback given to ensure that best practice is shared and all practice developed.

When a child moves from standard classroom behaviour management strategies to a personalised plan, the teacher should ensure that they adopt a careful Assess/Plan/Do/Review approach, so targets remain fresh and achievable and the child can experience directly their own progress.

At Hannah More we have a graduated response to supporting children with significant social, emotional and mental health needs. This is illustrated below.

Regular and open communication with parents and carers

Thorough and accurate recording of strategies and impact

High needs SEN funded extra support within class.

Longer term extra support package within school or with external professionals. Sunflower room, referral to EP or EBD support services etc. Team around the child initiated.

Use of short term school resources. referral to Bluebell and setting up of a plan with extra input from Bluebell adults

Extra interventions put in place by the teacher to support a child to improve behaviour. Change of seating, individual reward chart, extra time with teacher/LSA to review progress and capitalise on positives.

High quality teaching and classroom managment strategies. Positive relationships. Learning opportunities that challenge and excite learners. Consistent use of school rewards and sanctions.

Appendix 1 - Building Relationships

We believe that building positive relationships within our school community is essential to ensuring positive behaviour and effective teaching and learning. We have identified four key relationships that need to be carefully fostered and developed to achieve the success we want.

Adult – Child Relationships

The purpose of this relationship is to ensure that children are able to grow and develop in a supportive and positive atmosphere, feeling nurtured and secure. The relationship develops trust and fosters confidence and a willingness to face challenge. There should be an adventurous spirit at Hannah More. High expectations of children's moral, social, emotional and spiritual development are apparent and adults and children alike should feel respected and valued. Children are positive about learning, enjoy it and make good progress. They interact courteously with adults at all times and follow instructions and routines appropriately even when not directly supervised. The relationship is a key tool for adults to model a range of positive behaviours.

We achieve positive relationships by inspiring children with good teaching. Charters are used to clarify high expectations and are referred to in a consistent way. Clear boundaries and a clear system of positive and corrective consequences are implemented. Adults adopt a positive attitude and use positive language, showing genuine pleasure in being in children's company, listening to them, showing empathy and creating time to communicate. Positive achievements in and out of school are celebrated and adults act as role models for children in a range of situations.

Child – Child Relationships

The purpose of these relationships is to ensure children can grow and learn together as responsible, mature citizens and caring and supportive friends. They also provide support and encouragement for learning and help children to develop as happy and confident members of society. Children's relationships should also provide opportunities for them to have fun, enjoy life and explore new horizons in a safe manner. They will learn how to empathise and resolve conflict.

We achieve positive relationships by offering opportunities for children to build relationships in both structured and unstructured ways. Charters are used to clarify high expectations. Skills for achieving these expectations are actively taught through circle time, social stories, drama and role play and PSE lessons. Adults teach and role model how to manage difficult situations. Children are actively taught how to play games and to create their own. Relationships are fostered within the classroom by teaching children the skills they need to be able to learn together and offering them the opportunity to do so, for example through group or pair work and opportunities for peer assessment. Opportunities are given to children to take leadership roles working with younger children in buddying projects, as play monitors or as part of the school council.

Staff – Parent relationships

The purpose of developing positive relationships is to foster a deeper understanding of our children and the communities they come from. We aim to promote understanding of the school's expectations and create consistency between school and home. We wish to develop parents as co-educators of their children and support families to improve attendance and punctuality.

We achieve positive relationships by communicating clearly with parents, ensuring positive news is conveyed as well as any concerns. Staff invest time and energy into building good relationships with parents, ensuring they are thanked for their involvement. School makes good use of communication methods including text messaging, newsletters and assembly. Hannah More has an 'open door' policy. We offer a range of parent workshops, including sessions on language skills, behaviour and play, in order to develop parents' skills as co educators.

Staff – Staff relationships

Good working relationships between staff members enable us to work effectively as a team, towards the school's goals. We aim to develop strong, supportive relationships throughout our staff team, which make the very best use of diverse talents and expertise. We strive for a team where relationships between staff members are strong, people enjoy working alongside each other and provide a positive role model for children and the wider community.

We achieve positive relationships by sharing knowledge of individuals' skills and expertise. Communication is clear and effective. We are honest, open, courteous and trusting of team members. We provide thorough induction, followed by department meetings and opportunities for joint planning. We plan events which promote team building and a sense of comradeship.

Appendix 2   - 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 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. The key adult should have a voice in all decisions surrounding the support of the child.

Appendix 3 – The Hannah More Way

The Hannah More Way: Building a Nurturing Culture

1. Creating a Safe Base in the Classroom

APPROACH: How we act in putting our culture into practice	FOR EXAMPLE:.	WHY:
We know the children well and they know this. We develop warm relationships.	We learn names and family connections. We know about their interests, friendships and sensitivities. We notice daily changes and act on these if necessary. We communicate regularly with parents to share positives and work together on improvements. We are sincere and caring in our interactions with children.	The best learning will happen when good teaching is combined with great relationships. These relationships make children feel safe and able to take risks and cope with failure positively.
We demonstrate excellent social interaction	We greet each other warmly using names. We model how to work together effectively, often over-articulating what we are doing. We show good manners and we apologise when we get things wrong.	Not all children have good social role models at home. Some may have positive role models that are culturally different. Through these discussions we help such children to understand that there are alternative ways for adults to behave.
Adults act in a calm way and regulate our own emotions	We avoid getting caught up in the emotion of an incident, instead using rational responses and remaining in control. If necessary we change adults in order to maintain the calm approach.	Many children struggle to manage emotions. As adults we need to model how this is done. We can use language to express how we feel to demonstrate to children that there are alternatives to losing their temper.
We use positive language	We ask for the behaviour we want to see rather than criticising unwanted behaviour. "Put your pencil on the table" rather than "Stop fiddling"	The language we use to ask for behaviour creates an image in a child's mind – please walk creates an image of walking. Don't run creates an image of running. The image will be what the child aspires to.
We speak clearly and are transparent	We use straightforward language to explain and direct. We adapt language or use visuals for children who need it. Our rules are clear and simple – we support children to understand them well. We are very explicit with children about why they receive warnings or move on the behaviour board.	Many of our children speak English as an additional language. Many also have limited receptive language. It is important that instructions are kept simple so that children have the best possible opportunity of accessing the learning appropriately. Use checking strategies such asking children to repeat instructions back to you to ensure that they have understood

We create spaces and opportunities for children to express concerns	We use regular circle time sessions to support our teaching of PSHE and to explore concerns that may have arisen. We provide worry boxes in class and act promptly on concerns raised.	It is important that children feel as though they have spaces to speak about things that worry or upset them, even if they don't use them regularly. It is useful to occasionally use the box to allow children to respond emotionally to an incident as a refresher that it is there.
We have a consistent approach within teams and across the school	We use the school rules of Show respect, Be Safe and Engage to build a class charter that makes explicit what the expectations are in the classroom. We stick to those boundaries consistently as much as possible. When we are inconsistent we help children to understand why.	Having clarity about boundaries helps children to feel safe. Knowing that adults will notice and follow through on transgressions in a fair, predictable and calm way provides reassurance for all. An environment of trust lowers anxiety levels and supports children to succeed.
We praise specifically and celebrate successes	We identify a specific behaviour or piece of learning that warrant praise. This should represent a special effort for the child so they understand and learn what high expectation is. Success is celebrated 'whole school' through super kid and work of the week. Every child should earn super kid at least once a year. In class teachers create their own mini celebration strategies.	Giving praise to a child for a behaviour or a piece of work gives value to that work – it gives a message to everyone about what is valued. General praise only gives a message that the adult is happy – it doesn't clarify why. If we only praise behaviour then children learn that's what's important. Praise also supports children to acquire a sense of self – where their strengths are and how they are distinct from others.
We plan learning in detail so children can succeed	Each child is considered when planning. High expectations are set for each child with the expectation that they will make good progress from their starting point. Scaffolds and prompts are put in place to support children if needed. All children have access to quality first teaching	Children enjoy learning when the challenge is right and the content interesting – children learning at the right level with the right support will pose far fewer behavioural issues.
We plan all other aspects of our school day so children can succeed	We use visual timetables and social stories to support clarity about how the day will run. Ensuring that the routines of the day are well planned and organised and finding alternatives for those who can't manage the mainstream option.	Things run better when they are planned. Planning is a sign to children that adults value them and consider them important. Pupils with chaotic backgrounds need order and structure in their school lives. Children find transitions difficult. They behave badly when they have nothing to do.

2. Nurture is important for well-being

APPROACH: How we act in putting our culture into practice	FOR EXAMPLE:.	WHY:
We listen to all sides of a story	When an incident has occurred it is important to recognise that the initial report may not be the whole truth and we need to listen to all sides before moving towards a solution. Children may be involved in coming towards an agreed account of events.	It is an important part of the restorative process to ensure that every party has a chance to express their point of view. If children feel they haven't had a fair hearing then it becomes more difficult to get them to engage in dialogue in the future. Children who have been listened to effectively can then often listen better to others and accept differing points of view.
We encourage children to take ownership of their behaviour	We encourage children to make good choices and support them to look differently at situations. After an incident children are given an opportunity to calm down and reflect on what occurred to	We are educating children to be good citizens of the future where they make good choices independently. Using the language of choice helps develop their own sense of agency. Reflection time is where real learning can take place if an adult is there to guide the process.
We persevere with children	Each day is a fresh start for children. We consistently look for the positives, however small. We follow up after incidents and make sure that relationships are repaired and positive. Adults support each other to enable a positive fresh outlook. We recognise that we don't always get it right and we are never too proud to ask for support.	Sometimes adults outside school do give up on children and children then learn poor self-esteem and not to expect too much from adults. By persevering we give a message that we really care for them and that they are not hopeless.
We create clear routines and systems	We teach 'Gold Standard' lining up and walking around the school. This is standing up straight, hands by sides, silent and looking where you are going. Within classes, teachers create systems for moving about, distributing resources and preparing for transition. Children are given advance warning of transitions and they know what will happen after them.	Transitions are a major source of stress in some children's lives – when you feel the need to be in control at all times, an adult managing change for you can create huge anxiety. Predictable, well organised routines are important to manage transition effectively and calmly thus reducing children's anxiety.
We use visuals to support effective communication	All classes have a visual timetable displayed and talk this through with classes at the start of the day. Individual children who need it have personalised visual timetables, breaking down their day into smaller, manageable chunks.	Understanding what is going to happen within the day will reduce anxiety levels and help children to stay regulated.

We teach resilience and promote a the idea that failure can be a step to success	We acknowledge mistakes as learning opportunities. We promote the idea of good learning being challenging. We acknowledge and name emotions that can be felt when facing failure.	Children with fragile self-esteem can find failure a crushing experience. Unless supported to accept it as a learning experience they may see it as confirmation of their own perceived inadequacy

Building a Nurturing Culture: The Hannah More Way

3. 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…" • "I want you to see your fantastic learning part in class today"	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	• "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.

have appropriate spaces for calming		
We use clear, concise instructions supported by visuals or written instructions as appropriate		Children with EAL or specific language needs will not be able to process complex instructions effectively – this will 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 eachother" "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 to 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 Mr Webster 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. Through supporting children to work through mistakes we help them to manage that emotion and repair mistakes rather than dwelling 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 4 – 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 5 – Behaviour Support Plan

Hannah More Primary School

Behaviour Support Plan

Name: …… …………………………………………….

Date: ………………………………………………….

Present at Meeting:………………………………

What's working well	Areas for development
Parent / carer voice:	
Targets:	
Strategies and Support:	
Review Date:	
Review Notes:	
Next Steps:	

Check list to consider when writing a behaviour support plan:

Have I viewed the child's behaviour as a means of communication?

Are my strategies to support meeting the needs of the child that they are communicating through their behaviour?

Have I spoken to the child and listened to their views on what is going well and what they are finding hard?

Are their targets achievable?

Are any rewards put in place meaningful to the child?

Have I spoken to other adults working with the child to get their views? E.g. key adults / lsa

Have I listened to the parent / carer's views?

Appendix 6 – Restorative conversation forms

How did you get to red?

How were you feeling? Sad   Angry   Scared   Worried   Other

How can this be put right?

What can you do next time?

Conversation had:

Yes

KS2 Red Reflection Sheet

How did you get to red?	

What were you thinking / feeling?	

Who has been affected by this?	

What do you think / feel about it now?	

How can this be put right?	

What could you do differently next time?	

Conversation had:

Moving on from Purple…..

| Name: | Adult: | Date: |

How I got to purple?

What I was thinking / feeling at the time…..

Who has been affected by this?

How can this be put right?

Consequence agreed…

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

Signed:

Signed: