



RELATIONSHIPS AND BEHAVIOUR POLICY

HYDE PARK SCHOOLS

Approved by:
Executive Head
Teacher

February 2024

Date:

Last reviewed on:

March 2025

Next review due by:

March 2026

Rationale

Instead of thinking of a child as behaving badly, which disposes you to think of punishment, think of them as wanting to communicate something, which then encourages you to help them.

This policy provides clear guidelines for staff to:

- Help children develop confidence and collaboration skills.
- Encourage a positive self-image and self-esteem.
- Foster an environment of praise and encouragement.
- Implement structured support systems when needed.

Aims

Our school values of Inclusivity, Confidence, Enterprise, Bravery, Curiosity, Kindness, and Optimism underpin this policy. We aim to:

- Encourage positive choices through praise and reinforcement.
- Support children in self-regulating their behaviour.
- Build strong relationships between staff, pupils, and parents.

The policy should be regarded as a live document; it should be readily available and referred to as needed. Please note that parents, guardians and carers are referred to as 'parents' throughout this policy.

Objectives

This policy ensures that:

- Expectations of behaviour are clear to all.
- A safe and positive learning environment is maintained.
- Pupils are motivated through structured rewards.
- The consequences of poor behaviour are clearly understood.
- Pupils develop socially, emotionally, and academically.

Scope

This policy applies to:

- Pupils in school and when representing the school externally, including on trips and journeys to and from school.
- Behaviour incidents that impact school life.
- Staff, who must model positive behaviour.
- Children, who are expected to follow the school rules so that every individual can learn.

- Parents, who should support school expectations. They will also endeavour to ensure that their children arrive to school ready to learn.

Mental Health

Hyde Park Schools recognise that mental health plays a crucial role in learning and behaviour. It is important not to label as 'mental health' problems which are in reality normal emotional reactions to new experiences. To promote mental well-being, we provide:

- Pastoral support and interventions for pupils in need.
- Professional referrals where necessary.
- A nurturing environment to support emotional well-being.

Supporting Children with Behavioural, Emotional and Social Difficulties (BESD)

Behavioural difficulties can stem from various factors such as adverse childhood experiences, bereavement, or bullying or inconsistent parenting. Support includes:

- Early identification through staff observations and SENCO referrals.
- Individual Behaviour Plans (IBPs) tailored to pupil needs.
- External specialist involvement when appropriate.
- Adjustments in classroom management to remove potential triggers.

Additional specialist help and advice from the SENCO or Educational Psychologist may be necessary. These actions would be coordinated with the Head of School and the Executive Head.

The role of the adult in promoting good behaviour

We believe that positive reinforcement is the most effective way to encourage good behaviour. Adults should be proactive in facilitating good behaviour. They should use their knowledge of individual pupils to identify triggers in their day and seek to manage the situation in advance. Adults working with pupils are expected to develop a knowledge of them to support the deep relationship that underpins good behaviour. Also, **good routines** should be in place for:

- Start of the day (emotional register) – a warm welcome from staff at the classroom door every day which also provides an opportunity for each child to feel valued, safe and secure in the sense of connection with the member of staff. For most children, this can be achieved by the simple acknowledgement of the child and the child having the knowledge that they are in mind. It will also allow staff to notice any potential difficulties a child may have in settling to learn that day.
- End of the day – to accommodate transition from school/home, allow for time organising things to go home and a definite farewell through a class saying, song or goodbye wish.
- Transition times – calm and ordered routines for coming in and out of the classroom, school, assemblies, change of lessons and so on.

- Lining up – clear guidance given for lining up and moving around the school.
- Moving around the school – calmly walking to the left around corridors, opening doors for adults, using good manners, waiting for people in front of you and so on.
- Break and lunchtimes – clear guidance on expectation of not coming back into class unsupervised, how to move around/on/off the playground, how to enter/leave the dining hall and expectations of dining hall conduct.

Further to the above, we have some clear “Dos” and “Do Nots” that we expect all staff to consider when interacting with our children across the school at all times:

Do	Do Not
Always look for examples of positive learning behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's <i>behaviour</i>	Say the child <i>as a person</i> is at fault
Always remember that all children have feelings	Use sarcasm
Listen in a calm way and make time for the children	Make them look stupid or ridicule them
Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
Speak calmly at all times: a calm manner encourages a calm response	Shout (unless absolutely necessary) or over-react
Maintain self-respect	Confuse a child's personality with the behaviour
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
Encourage the children to help and support one another	Let them put each other down
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions

As adults, treat each other with consideration and respect	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children
Reprimand in private whenever possible	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries

Rules and Expectations

Hyde Park Schools follow three key rules:

1. **Ready**
2. **Respectful**
3. **Safe**

Our rules...	Learners will...	Which enables...	Which prevents...
Ready	<ul style="list-style-type: none"> • have equipment. • listen and focus. • be active learners. • be alert. • take responsibility. • be physically and mentally ready. 	<ul style="list-style-type: none"> • children to maximise all learning opportunities and make the most of the learning environment, school community and everything it has to offer. 	<ul style="list-style-type: none"> • wasted learning time, distracting others and being distracted. • poor progress and low attainment. • negative attitudes to learning and poor behaviour choices.
Respectful	<ul style="list-style-type: none"> • listen to each other. • be considerate of others' thoughts, • feelings and opinions. • respect the school's environment. • show kindness to everybody. • give each child a voice and 	<ul style="list-style-type: none"> • children to be polite; contribute to a safe and positive environment; and be good citizens of the future. 	<ul style="list-style-type: none"> • upsetting others' feelings. • the diminishing of self-worth. • the disruption of the positive culture of the school, and community.

	value the ideas of others.		
Safe	<ul style="list-style-type: none"> • take responsibility for their own actions. move around the school environment with care and consideration. be kind to themselves and others. think before acting. share their worries and concerns with someone they trust. 	<ul style="list-style-type: none"> • everyone to learn. • a positive and welcoming environment. • everyone to stay happy and healthy. a positive and welcoming environment, where everyone is happy, healthy and able to learn. 	<ul style="list-style-type: none"> • accidents from occurring. a dangerous environment. mental stress. unhappiness. an unhappy or dangerous environment.

These rules are reinforced through positive framing and co-constructed classroom charters each year, alongside weekly assemblies.

[Responsibilities for Behavioural Support](#)

Reasonable Adjustments for Negative Behaviours at Different Levels

Class Level (Teacher/TA-Led Adjustments)

- **Emotional Check-Ins** – Use **visual charts** or direct conversation to assess pupils' emotional state.
- **Calm Corners** – A designated area for pupils to **self-regulate and de-escalate** emotions before rejoining class.
- **Flexible Seating Arrangements** – Adjust the pupil's seating position for **reduced distractions or support needs**.
- **Short Movement Breaks** – Allow pupils to take **brief movement breaks** to release energy and refocus.
- **Restorative Conversations** – Address behaviour **privately, calmly, and with empathy** before considering sanctions.

Escalation to Year Lead if: Behaviour persists despite classroom interventions.

Year Lead Level (Middle Leadership Intervention)

- **Mentoring and Check-Ins** – Assign a trusted adult for **daily or weekly check-ins** to support behaviour regulation.
- **Restorative Conversations & Mediation** – Encourage **pupil-to-pupil conflict resolution** through guided discussions.
- **Alternative Timetables or Adjustments** – Temporary modifications to schedules or **structured interventions**.
- **Pastoral Support Referral** – Involve pastoral care for emotional and behavioural support.

Escalation to Head of School if: The behaviour remains persistent or significantly disrupts learning.

Head of School Level (Senior Leadership Intervention)

- **Individual Behaviour Plans (IBPs)** – Develop personalised strategies for managing and improving behaviour.
- **Risk Assessments** – Evaluate if the behaviour poses a **risk to self, others, or learning**.
- **Multi-Agency Referrals** – Engage **external professionals** such as educational psychologists or safeguarding teams.
- **Pastoral Support Plan (PSP)** – Implement a **structured plan** involving teachers, parents, and external agencies.
- **Internal Isolation (Reflection Room)** – Provide a supervised, structured environment for **reflection and learning**.

Escalation to Executive Headteacher if: Behaviour significantly breaches school policy or involves **serious misconduct**.

Executive Headteacher Level (Formal Disciplinary Actions)

- **Managed Move Consideration** – If behaviour is unmanageable, explore a **transfer to another setting** with parental involvement.
- **Suspension Consideration** – If interventions fail, the Headteacher may issue a **fixed-term suspension (1-5 days)**.
Longer Suspensions (6-15 days) – For repeated or severe misconduct, longer suspensions may be applied.
- **Alternative Provision Referral** – If the pupil struggles in a mainstream setting, explore **alternative provision options**.
- **Parental & Governor Review** – Ensure **transparent documentation** of all steps before applying sanctions.
Permanent Exclusion Consideration – If all interventions fail and the behaviour remains **severely disruptive or dangerous**, PEx is formally considered.

How we talk to children – ‘The Script’

The Script is used to support staff across the school to address children’s primary and secondary behaviours through a consistent approach and use of language:

- Primary Behaviours: what makes you angry
- Secondary Behaviours: what you do when you are angry

Again, the use of The Script is focussed on repair, with the primary intention of re-establishing positive learning behaviour as quickly as possible:

Addressing Primary Behaviours:	The behaviour that I am noticing is....	...you are wandering the classroom. ...you are off task with your learning. ...you are struggling to maintain focus. ...you are becoming frustrated with...
	Our rule that this behaviour isn’t following is...	...always being ready. ...always being respectful. ...always being safe.
	Given the choice that you have made...	...I can see that you are ready to... ...you need to have some time out now/at break/at lunch to reflect on your behaviour...
For supporting children’s dysregulated behaviour	PACE Approach: Playful Acceptance Curiosity Empathy	It’s absolutely fine for you to feel like this... No wonder you are feeling like... I can understand why you are feeling so _____... I wonder if... I imagine... I notice...
Addressing Secondary Behaviours:	<p>If the child demonstrates secondary behaviours, do not hand them control.</p> <p>Remain calm, monitor, ignore and watch the behaviour, but do not address it. Addressing the behaviour directly might potentially lead to further escalation.</p> <p>Only intervene at this stage if the secondary behaviour poses a risk of harm to self or others (i.e. CPI final stages), or is causing significant disruption.</p>	

Positive Praise System

We develop childrens' social and emotional skills by focusing on the school's values of being kind, curious, optimistic, brave, inclusive, enterprising and confident. These values are highlighted and celebrated in assemblies and in the school newsletter.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. Rewards have a motivational role, helping children to see that good behaviour is valued through:

- **A structured system of praise** using both verbal and non-verbal reinforcement. Adults are expected to 'Praise in Public and Reprimand in Private. Praise should be as specific as possible, e.g. Well done for holding the door open for other people.'
- Non-verbal praise strategies such as **smiling, nodding, hand gestures** to encourage positive behaviour.
- tangible rewards such as treats.
- **Home Recognition** via positive phone calls, postcards, or notes celebrating pupil behaviour.
- **Weekly Awards** including "**Star of the Week**" and "**Values Champion**" for reinforcing core values.
- **Head of School and Executive Headteacher (EHT) Recognition** for pupils who consistently demonstrate exemplary behaviour over a term or academic year.
- Alliance points: These will be collated into school teams and contribute to a year long competition, culminating with Sports' Day. Children will be informed weekly of their house's progress in the celebration assembly. Class Teachers will also send home Dojo certificates to celebrate personal achievements as children earn, 50, 100, 200, 500 Dojo Points.

THE ALLIANCE SYSTEM

In order to create a sense of community and evoke some healthy competition amongst pupils, families and staff, Hyde Park Schools operate an Alliance System. There are four Alliances in which pupils are placed when they join the school. Alliances are named after significant rivers in the local area and ascribed a colour:

Lyhner

Meavy

Plym

Tamar

All pupils will be allocated an Alliance, regardless of age at the point of joining. Siblings will be placed within the same House.

Primarily the Alliance System encourages pupils to be rewarded for all the many ways in which they exemplify our school values and expectations. These points are given by teachers and school staff when it is felt by them that they are deserving.

Alliances compete to collect the most points and the winner is announced half termly in our weekly Achievement Assembly. Alliance Captains and Vice Captains are selected through an application process to represent each Alliance and work closely with the School's Leadership Team, School Council representatives, Head Boy, Head Girl, and the Junior Leadership Team to promote positive engagement. The overall Alliance's points are a collection of points for each individual in the Alliance.

The four houses will compete each week to collect the most points and the winner will be announced at our weekly Achievement Assembly. At the end of each academic year one Alliance will win the overall Alliance Cup.

There are many ways in which pupils can be awarded points. Once awarded, the points are registered on Class Dojo for tracking and recording. Below is a table of what pupils could be awarded alliance points for; some have a higher weighting than others and are therefore more valuable and harder to be awarded:

Points Awards

How to Earn Alliance Points	Alliance Points Awarded
Behaviour that exemplifies the School Values (Kind, Curious, Brave, Optimistic, Enterprising, Inclusive, Confident)	Value Card plus 2 Points
Smart Uniform – dressed in full school uniform including P.E uniform.	1 Points
Excellent Classwork – maximum effort in terms of completing work and moving on to challenges.	2 Points
Good Attendance and Punctuality – 96-98% with no more than 2 lates over the course of a term	3 Points
Excellent Attendance and Punctuality – 99% and above with no lates – over the course of a term	10 Points
Good level of engagement with homework that week	2 Points
Reading at home at least 4 days per week. Parents or pupils write detailed comments in reading diary.	3 Points
Pupil of the Week	5 Points
Selected for showing Value of the Week	5 Points
Head of School – nominating a pupil who has shown exemplar learning attitude or behaviour	7 Points
Representing the school in sporting competitions or other activities	5 Points

Executive Headteacher - nominating a pupil who has shown exemplar learning attitude or behaviour	10 Points
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Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:

It must be clear why the sanction is being applied;

It must be made clear what changes in behaviour are required to avoid future sanctions;

There should be a clear distinction between minor and major offences;

It should be the behaviour rather than the person that is punished.

At all stages, the focus is on restoration and being reflective. Parents can be contacted informally as home/school liaison can support a child's understanding of consequences and choice.

The Restorative/Repair Conversation

Following misbehaviour, it is important that the adult and child review the behaviour choice in a restorative conversation. You will find a selection of questions below to use in your restorative meeting. Five questions are enough; foundation children will only manage two or three questions- Teaching staff know their pupils and can decide what pupils need and what they can manage:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Adults will take their time with these meetings. If necessary, adults will offer a postponement and some support if the child is not ready to talk at that point; they will be clear and set a date with them for the next day.

Where pupils are recognised for behaviour below the expected standard in particular ways, this will be recorded on CPOMS. More detail is given on this in Appendix A.

Loss of Free Time

SLT and Team Leaders may remove a pupil's right to spend time with their friends at break and/or lunch times. This sanction may, for example, be used for those pupils who require a little time to reflect on his/her behaviour and find a restorative approach to correct the misbehaviour, particularly where wrong has been done to

another. Should a child miss playtime, staff will give opportunity for some outdoor time for the child to expend energy.

In extreme cases, a pupil may be banned from the School at lunch times and his/her parents will be expected to make alternative arrangements. This would be recorded as a half day exclusion and is in accordance with the guide to the law on exclusions.

Minor and Major Incidences

Minor incidents might include:

- Inappropriate physical interactions (pushing, hitting, grabbing etc)
- Inappropriate language in school including isolated instances of swearing and name calling
- Talking persistently at inappropriate times
- Mistreating school or other property
- Distracting other pupils
- General misbehaviour around the school, eg running in the corridors, talking in assemblies
- Not having the correct uniform to enable them to learn, eg PE kit, swimming kit and so on
- Play fighting/rough play
- Isolated exclusion of peers from games, if intended to cause upset to them
- Bringing to school inappropriate or banned items
- Isolated defiance after a reasonable request has been specifically directed at the individual by an adult
- Isolated shouting out
- Not completing sufficient learning
- Lack of co-operation with peers

Major incidents might include:

- Fighting or major physical attack
- Any prejudice-based comments eg racist/homophobic/transphobic/religious/gender
- Persistent inappropriate language in school
- Theft
- Vandalism of anybody's property
- Leaving the classroom without permission
- Trying to leave the school site without permission
- Repeated defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in dangerous or illegal items
- Ongoing multiple minor incidents (1st dealt with by CT, 2nd by Head of Year, then refer to SLT)

All major incidents must be referred to Head of School. All major incidents will be recorded on CPOMS by the adult that dealt with the incident and shared with the Executive Head and the class teacher. The Head of School may add notes to the CPOMS entry upon having dealt with the incident. The class teacher will

communicate to the parent of the transgressor, as well as any affected parties, unless agreed otherwise with the Head of School.

The school approach to misbehaviour, for children not on specific Individual Support Plan for their behaviour, is as follows:

	Sanction	Examples of language
STAGE 1	Remind the pupil of the correct behaviour expectations by noticing the positive behaviour in the room effusively.	“Well done this table – you are listening and ready to learn.” “Daniel, I’d like you looking this way and listening thank you.” I wonder if this group did not quite hear the expectations. What we’ve agreed is that we should be facing the front and listening.”
STAGE 2	Issue a verbal reprimand and a warning of what will happen if inappropriate behaviour continues	“James, you can either stop talking and focus on your learning or you will need to move to the focus table.”
STAGE 3	Move pupil to a different space within the classroom.	“Bob, you’ve continued to talk after the warning, which disrupts our learning, so now you have to move tables.”
STAGE 4 <i>Inform parents</i>	Pupil must move to another class to complete their work – to team leader – team leaders support one another	“Bob, you’ve continued to disrupt learning after moving seat, so now you have to move classes.”
STAGE 5 <i>CT / TA Record on CPOMS</i>	If the pupil continues to make the wrong choice, they will need to miss some of their lunchtime in the Refection Room.	“Bob, you’ve continued to disrupt learning after moving classes, so now you will need to miss 15 minutes of lunchtime in reflection.”
STAGE 6 <i>CT / TA Record on CPOMS</i>	Pupil must be referred to SLT	“Eliza, you have moved classes, spent time in the reflection room, and yet still continue to disrupt learning. I will need to refer your behaviour to Mr Dellow/Mrs Hussey.”

Reflection Room

Any pupils being referred to the reflection room should be brought there by their class teacher on their way to lunch. In the reflection room the adult leading the room will encourage pupils to reflect on the questions to be used in restorative conversation with their Class Teacher. Visuals or sentence stems can be used, or verbal support, in a way appropriate to the child’s age and developmental stage. The child should stay for 15 minutes in the reflection room. Following lunch their class teacher should, in a way that does not interrupt the flow of the afternoon learning, hold the restorative conversation with the child using the prompt question.

Persistent ongoing issues, major incidents and behaviour plans

Should the above, used within our usual school climate of positive behaviour, reward and achievement systems not be successful or appear inadequate, the graduated behaviour pathway is enacted. Usually children at this stage will have some emotional or social needs which will need to be addressed in the pathway and which will take into account, and be appropriate to, the age and development of the child.

Major incidents must be referred to the Head of School in the first instance. In all cases where the behaviour is a significant cause for concern and has been referred to SLT, pupils will move onto a Behaviour Plan for six weeks and parents will be informed.




Graduated Behaviour Pathway

Graduated Behaviour Pathway				
Sanction		Unacceptable Behaviour		Recording Required
		Minor	Major	
Consider the use of targeted behaviour support, initially through an ISP , or through a dedicated IBP , and/or through engaging with support from other agencies, as appropriate	External Exclusion Executive Head			Record on CPOMs
	External Suspension			
	Internal Exclusion			
	Behaviour Plan and Parents informed			
	Behaviour Reflection and Coaching Time Out: lunchtime. 15 minutes			
Move to another class			Inform parents	
Move within the classroom				
Warning				
Reminder				
Positive Learning Environment				

Behaviour Plans

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
Skills and Talents	Achievements
Likes	Dislikes
Challenging behaviour What does it look like? What triggers it?	Targets (for timetable tracker) What are we working towards? How do we get there?
Strategies for positive behaviour How do we maintain positive behaviour? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?

HYDE PARK JUNIOR SCHOOL - BEHAVIOUR PLAN

HYDE PARK JUNIOR SCHOOL - BEHAVIOUR PLAN						
Child's name				Date written		
Child's class				Review date		
TARGETS	1. Do not disturb lessons 2. Listen to adult instructions and be respectful to adults 3.					
Have I met my targets:	 Fully		 Some of them		 Not this time	
	0900-1000	1000-1100	1100-1200	1200-1300	1300-1400	1400-1500
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						

Suspensions and Permanent Exclusions

Only the Headteacher (or the acting headteacher) has the authority to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteachers may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, the parent is informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school will inform the parent how to make such an appeal.

The Headteacher informs the LA/CEO of LAT and the governing body about any exclusions. The governing body cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee that is made up of three members - the committee considers any appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher, must comply with this ruling.

Playground expectations and procedures

Pupils are expected to follow the same level of behavioural expectations as in the school building, although in a different context. The principles of 'Ready, Respectful, Safe' underpins our expectations of behaviour during PE lessons, unstructured times and including in the school canteen or other lunch venue. This means that overly physical play and play fighting are not allowed. If an adult has to deal with an incident on the playground or in the canteen, they will approach the situation in a way that mirrors the classroom:

1. A reminder of the correct behaviour will be given.
2. A verbal reprimand and warning of what will happen if inappropriate behaviour continues.
3. The individual may have to spend 5 minutes with the adult, without partaking in further play activities.
4. The pupil will need to stay with an adult for a longer period of time up to 15 minutes.
5. The pupil may be referred to a member of SLT.

It will not always be appropriate to follow all of these steps in this exact order as in less structured time situations are less predictable and will require some judgement to be exercised.

At the point where a pupil is with an adult on the playground, the adult will judge whether the child needs time to calm down or is ready to engage with a conversation about their behaviour, and proactively discuss the poor behaviour choice with the pupil, in line with the framework of restorative communication. You will find a selection of questions below to use in your restorative conversation. Five questions are enough, foundation children will only manage two or three questions- Staff must use their judgement to decide what pupils need and what they can manage:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Any member of staff who is not the class teacher must pass any behavioural incidents over to the class teacher at the nearest opportunity. For lunchtime staff this will be when the class are collected from the playground at the end of lunch. The behaviour incident will need to be logged if stage 4 is reached by the adult who dealt with the incident.

More serious incidents will need to be dealt with quickly. If a child is hurt by another child then the priority is assuring that the injured child is happy and safe. Any physical hurting behaviour needs to be investigated by first talking to the pupils concerned. If a pupil is non-compliant or aggressive then the supervising adult should first attempt to de-escalate the situation, and call on help to ensure any

injuries are simultaneously being treated. Serious incidents must be referred to a member of SLT, who the office will help to locate. Once a matter is referred to SLT, the SLT member will be responsible for follow up actions.

Specifically, in the case of more serious incidents this includes: contacting parents or carers; recording on CPOMS; issuing and organising any sanctions.

FLOW CHART OF BEHAVIOUR PATHWAYS PLAYGROUND

