

2020



Hilton's Approach to Promoting Positive Youngsters (HAPPY)

"Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."

— Daniel J. Siegel

At Hilton Primary School we aim to achieve and sustain the highest standards of behaviour. We want children's experiences of school to be enjoyable, safe, secure and rewarding. We believe this will teach, encourage and embed the behavioural skills and attitudes necessary for success in learning and life.

Our hope is to eliminate, as far as possible, the need for punishment and sanctions – avoiding any child forming a view that they are badly behaved. Instead, we aim to provide an engaging, interesting, fun and challenging curriculum, rewarding positive behaviours and promoting high self-esteem.

Aims

In our school, we want to promote:

- the desire to behave well, modelled by all
- positive attitude towards learning
- mutual respect towards all people in school
- a clear and consistent expectation regarding what constitutes good conduct

In order to do this, we have only one expectation for all members of our school community:

**At Hilton Primary School we're getting it right if we
Respect ourselves, each other and our school.**

Staff should regularly refer to the school expectation above considering how we can be respectful. See Appendix.

Roles and Responsibilities

We encourage all who are connected with our school (children, staff, parents/carers and visitors) to demonstrate:

- Respect
- Positivity
- Responsibility at all times

Please refer to our Home/School Charter.

Promoting Positive Behaviours

At HPS, we recognise that understanding our emotions will support our pupils in understanding and managing behaviour.

As an Attachment Aware school, we understand that children's ability to form relationships is the key to their capacity to learn. We know that secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.

An emphasis on being Attachment Aware enables both children and adults to manage their behaviour and to create an environment that enables learning. It is a shared responsibility of all adults to help pupils make the right behaviour choices.

With the right support, we believe that everyone can learn to self-manage and self-regulate their emotions and behaviour. Our Learner Awards and our weekly Jigsaw lessons provide pupils with the confidence to understand and

take responsibility for their behaviour. They also give opportunity to reflect and think about appropriate ways to behave.

Recognising and Celebrating Success at Every Opportunity

We believe it's much more effective to seek out and celebrate good behaviour than it is to highlight inappropriate conduct. Children who consistently meet or exceed our expectations will have the opportunity to participate in a range of child-led activities as part of a reward time within each year group. The reward time will generally be timetabled for the end of each week. In addition, we acknowledge their great conduct through weekly celebration assemblies, the awarding of house points and postcards home.

At HPS, we recognise that teachers will have their preferred methods for celebration and so will individual children. These could be visual or verbal. The most valued reward is usually associated with a significant adult in a child's life taking the time and trouble to notice and appreciate a child's efforts.

Strategies for supporting pupils who are not yet able to demonstrate positive behaviours

Whilst we focus on and reward examples of positive conduct, we deal fairly and firmly with anything that falls short of our high standards. Children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. They are expected to take responsibility for their actions and to take steps to put the situation right.

All members of the school community should adopt a restorative approach to resolving conflicts in the class and playground (emotion coaching – see Informal Restorative script in the appendix). Any dialogue about inappropriate behaviour should be held away from other children. Children should never be humiliated or shamed, shouted at aggressively, left outside a door or unsupervised.

Use the following steps to re-engage pupils:

Step 1	Identify children who are demonstrating positive behaviours and praise Non-verbal reminders: <ul style="list-style-type: none"> - The 'look' - Proximity – moving towards a child's space - Refocusing (it is ok to use the child's name to refocus behaviour) - Directions and encouragement
Step 2	Verbal reminder: <ul style="list-style-type: none"> - Use of an Affective Statement, eg, It is disappointing when...(name the behaviour) - A reminder of school expectations, eg, reminding child of class rules or school rule - A clarification of why the behaviour is unacceptable and reminding children of possible consequences.
Step 3¹	Miss five minutes of next available break time (in FS this will be sitting in a quiet area of the classroom on a chair with a 2 minute timer)
Step 4	Miss ten minutes of next available break time (in FS this will be sitting in a quiet area of the classroom on a chair with a 5 minute timer)
Step 5²	Go to paired class with work to complete to the end of the session
Step 6³	Refer to Behaviour Support Learning Mentor for removal to an area to talk about behaviour and to work away from classroom. A referral will be made to SLT if appropriate.

¹ Please note, it is not appropriate for children to miss their whole break time.

² If a child is removed to another class, the incident should be logged on CPOMS, using the code Behaviour Step 5. Parents/Carers may be notified at this stage by the class teacher – particularly if need to leave the classroom has been frequent or the investigation suggests that there is a need to do so.

³Parents must be notified by the class teacher if a referral is made to the Behaviour Support Learning Mentor.

Inclusive language is used to ensure aspects of the learner are not identified as the problem. The unacceptable behaviour will be identified and discussed rather than the pupil, eg, "I find throwing a book on the floor unacceptable because...." rather than "You are very bad because...."

During reward time, any child who has reached Step 3 or beyond more than once in one week, will spend 5 minutes in an allocated classroom within the year group. This time will be used to provide children with the time for restorative reflection and plan ahead with the support of an adult. However, every child should receive at least 5 minutes of the reward time.

Children will also have the opportunity to self-refer for support from the Learning Mentor if they so wish.

A child's individual needs and circumstances will be taken into account when applying the above steps. Flexibility of approach may be necessary for specific children. We ask for parent/carer understanding of this.

Parents/Carers

It is important that our parents and carers fully support our approach to promoting excellent conduct. To this end we would invite our families to work on the presumption that if a professional has highlighted a concern regarding their child's conduct this will be a considered decision, taken in good faith to safeguard our children and to support their social and emotional development.

Throughout their time in our school children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerance and respect. It is a time when children develop through first hand experiences and by making mistakes - we consider these to be a vital part of their learning journey. Whilst a child may present a slightly different version of their conduct, reflecting their level of social and emotional development, it is essential that the high standards set by the school are supported at home. In this way we can enable all of our pupils to become well-balanced, well-mannered and courteous citizens of the future.

Behaviour Beyond the School Gate

We have a long established expectation that our children's conduct beyond the school gates should reflect the values that we promote and present a positive view of the school within the community we serve. Reports of children behaving inappropriately outside of the school (for example, when playing locally, wearing their school uniform or on a school trip) will be taken seriously and discussed with parents.

If the behaviour is criminal or poses a serious threat to a member of public, the police should be informed. In addition, the SLT will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, they would follow the Safeguarding Policy.

Exclusion

Exclusion is seen as a last resort when all other attempts to modify behaviour have failed. Internal exclusions, wherever possible and depending on circumstances, managed by the Learning Mentor, will be the preferred form of exclusion.

Appendix

The school rule exemplified:

Respect ourselves	Respect others	Respect our school
<ul style="list-style-type: none">• Try our best• Make good choices• Be aware of how you feel• Don't give up• Take pride in all that we do• Understand our emotions• Embrace and learn from our mistakes• Be resilient• Know where to find help and support• Take responsibilities for our choices• Be organised (be prepared with the correct equipment)• Keep ourselves safe• Recognise our strengths and achievements	<ul style="list-style-type: none">• Kind hands, kind feet, kind words• Take turns and share• Take an active part• Helping others, team work and collaboration• Tell the truth• Be fair, inclusive and tolerant• Use good manners• Demonstrate mutual respect• Include everybody• Responding positively to feedback• Knowing when to take the lead and when to be led	<ul style="list-style-type: none">• It is everyone's responsibility to look after our school• Walk along the corridor sensibly and quietly (on the left)• Look after our belongings and equipment• Pick up things that are in the wrong places, even if they're not yours• Put things away when you have finished with them in the correct place• Wear the correct school uniform with pride• Be a school ambassador• Be part of the school team

Examples of low level disruptive behaviour:

- Disrupting another child
- Chatting in class
- Distraction or interruption
- Answering back
- Not following instructions
- Telling lies
- Name calling
- Unsafe movement around class or school
- Unsafe behaviour
- Damaging property (minor)
- Playtime incident (minor)
- Refusal to work
- Annoying other children
- Inappropriate language

Examples of behaviour that would escalate straight to Step 6:

- Aggressive and violent behaviour causing deliberate injury to children or staff
- Vandalism to buildings or property
- Bullying
- Major lesson disruption
- Leaving school without consent
- Abusive and threatening behaviour
- Vulgar/homophobic/racist language

Support Guide designed by staff

We follow a range of attachment aware approaches and we ask our staff to model them:

1. Attending to the attachment needs of the pupil, eg. areas in the classroom to regulate emotions, positivity, routine, clear communication, clear transition, emotion coaching, focus on well-being
2. Creating emotional safety through sensitive attuned care, eg. children taking ownership of their behaviour and emotions, classrooms organised to respond to their needs, understanding how important children feel it is to be heard
3. Flexibility of approach, eg. tailoring to individual needs/situation, giving time to support children
4. Expectations and tasks based on emotional and social age of pupil, eg. encouraging kindness, respect, tolerance and good friendships, guiding and modelling behaviour, a shared understanding that we all learn differently and at different rates
5. Strengthening a pupil's sense of self, eg. class rules, open questioning, activities to celebrate differences, attitudes to peers and adults, celebrating achievements and experiences, moral compass, praise
6. Using the pupil's history so far as a framework in which to interpret behaviour, eg. one-to-one time with children, positive relationships with parents, relevant information shared, understanding children's triggers and emotions
7. Being preventative, eg. understanding of how our brain works, use of learning pit, growth mind-set, Ocean Retreat, being approachable/smiling, flexibility of curriculum and timetable
8. All transitions to be identified and prepared for, eg. being systematic, pre-empting situations, positive dialogue, catch and praise, organisation, routine
9. Adapting the environment to the pupil, eg. calm colours, lighting, smells, calm box, music, quiet area, flowers and plants, room layout, comfort
10. Accountability for the processes used by education staff, eg. a safe place in the classroom, designated buddy, time to talk, use of calm box.

Informal Restorative Script

There are numerous situations in schools where a restorative response is possible, without recourse to full-blown mediation sessions, eg, a pupil miserably standing outside a classroom, a pupil upset in the playground, a pupil angrily reacting in class to a stimulus that the teacher has not seen, a colleague looking fed up in the staffroom.

In some of these contexts the following informal script may be appropriate:

- I can see you're (angry, upset, sad, etc)
- What's happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected?
- What can we do to move it forward?

The opening acknowledgement of how the person may be feeling often acts as a key to unlocking communication at a time when (s)he might otherwise not be very communicative.

The brief interview is conducted in a calm manner with non-threatening body language and the use of open questions helps communicate that the person will be listened to.

As with formal mediation, the approach aims to facilitate reflection on actions, thoughts, feelings, needs and possibilities. The question about who else has been affected is intended to raise awareness that none of our actions takes place in a vacuum.

Mediation – Hearing the Stories

The main body of the mediation involves each of the disputants being asked a set of questions by the mediator. Interruptions are dealt with a verbal or non-verbal reminder of the ground rules.

Ask “A” this sequence of questions:

- Can you start by telling me what happened? (When? Where? Who?)
- What were you thinking at the time?
- What were you feeling at the time?
- What has happened in the past between you and?
- What were your thoughts on that/those occasion(s)?
- What were your feelings on that/those occasion(s)?
- What has happened since the recent incident?
- What have you been thinking?
- What have you been feeling?
- Who else has been affected?

Repeat the sequence of questions with “B”.

In the event of interruptions, issue gentle reminders about the ground rules. If interruptions persist, it may be necessary to check the currency of the disputants’ agreement to be there, eg,

“Can I remind you that you agreed to be here to try to sort out your conflict. I need to check that you want to do this within our ground rules. Are you willing to continue on that basis?”

Make a point of checking with both parties even if only one has been interrupting.

Mediation – Resolution

The final phase of the mediation entails the mediator asking each disputant what (s)he needs, identifying common ground, asking what each party can do and summarising what is agreed:

Ask “A”:

- What do you need from ‘B’ for this to be sorted out?

Ask “B”:

- What do you need from ‘A’ for this to be sorted out?

Identify common ground, eg, “So you are both saying that....”, “I have heard you both say that....”

Ask “A”:

- What can you do to move this forward?

Ask “B”:

- What can you do to move this forward?

- Restate what each is agreeing to and summarise agreement

- So, “A” you are agreeing to...and “B” you are agreeing to...”

- Ask if they want the agreement writing down

- If so, write the agreement and invite them to sign it

- Make arrangement for follow-up, eg, “Would you like to meet again for a couple of minutes in a week’s time to check how things are going?”