Hangleton Primary School



Respectful Relationships, Responsibilities & Rights [Behaviour Regulation] Policy

Policy under review

September 2026

Respectful Relationships, Responsibilities & Rights [Behaviour Regulation] Policy

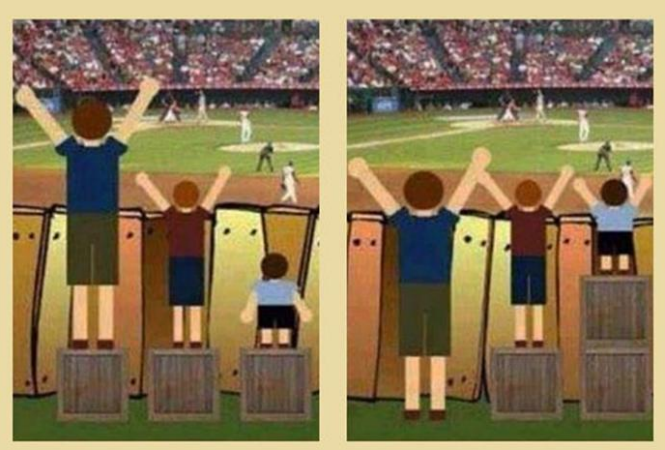
Our vision at Hangleton primary **"Together we respect, we inspire, we achieve"** is a reflection of our school values and hopes. Our behaviour policy is rooted within this.

"Culture eats strategy for breakfast"- Peter Drucker.

It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it.

At Hangleton we pride ourselves on creating a culture based on trust, confidence and respect, valuing each and every member of our school community. We are determined that everyone will reach their full potential within a safe, inclusive and stimulating environment where we learn together, take pride in our achievements and respect individuality. All learners will be given the knowledge and skills required to be lifelong learners.

We recognise that there are similarities and differences between individuals and groups, but we strive to ensure that our differences do not become barriers to participation, access and learning. We endeavour to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.



Hangleton Primary School has high expectations for adults' and high aspirations for children's learning and social behaviours; it aims to build and nurture a learning community where adults and children all treat each other with **respect**, listen to each other carefully and make decisions collaboratively. As adults, we take responsibility for our own behaviour and take lead responsibility for supporting the positive behaviour of children, encouraging children to also take responsibility for their own. We understand that behaviour in children is often communicating an emotional need or a need for support, which we will provide without diluting our high expectations of everyone's behaviour and our need to ensure everyone feels safe. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. We strongly believe challenging behaviour can change for the better with the right support and we understand that positive behaviour, like other skills and abilities, is also something that can be learned and benefits from modelling.

We believe that a strong sense of attachment to/sense of belonging within our school community is key to supporting positive behaviours. This sense of belonging needs to be built on a bedrock of strong relationships **"Together,"** between children, between adults (school staff and parent/carers) and between adults and children. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children with Social, Emotional and Mental Health needs. (SEMH)

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as **vulnerable** rather than **troublesome** and we all have a duty to explore this vulnerability and provide appropriate support.

A relationship based approach to inclusion.

We utilise sociograms to identify any children who may be socially isolated.

We focus on building positive relationships between children and staff, and children with their peers. A key theme in this policy is relationships and the importance of knowing individual pupils well, so that staff and teachers know which factors might affect pupil behaviour and what we the school, can do to address these. Focusing on developing good relationships and creating a positive classroom and whole school culture, ensures pupils feel valued and supported. We believe that children need the right relationships and right response to their behaviour so that they feel open and able to make progress – just like in any learning experience.

Our culture is to build a sense of whole school, year group and class community. Sometimes individuals may need more structured help in building and maintaining friendships. We use consistent and coherent universal systems and targeted personalised approaches where necessary. The school thinks carefully about the role it has to play and the impact on children's lives beyond the school gates. Staff are attachment aware and have had training on emotion coaching.

Policy Aims

· To maintain a caring, safe community in which effective learning can take place and where there is mutual respect and strong relationships between its members.

· To help children develop a sense of worth, identity and achievement.

· To develop community responsibility for supporting the well-being of others, appreciating other ways of thinking and behaving.

· To help all children to become positively self-regulated and directed in their behaviour, able to accept responsibility for their own actions, to be able to make healthy choices and repair mistakes.

Our Approaches

1.Know and understand our pupils and their influences

- Pupil behaviour has multiple influences, some of which teachers can manage directly and others needing external support
- Understanding a pupil's context will inform effective responses to behaviour
- Every pupil should have a supportive relationship with a member of school staff
- Where a child's needs cannot be met through whole school systems, we may use additional support from adults, alternative resources or bespoke provisions.
- Children may need individual behaviour plans or approaches to ensure they can reach positive behaviour goals.

2. Teach our 6 learning behaviours and strategies alongside managing behaviour –see appendix

- Teaching learning behaviours will reduce the need to manage behaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers actively encourage pupils to be self-reflective of their own behaviours

3. Use classroom management strategies to support positive classroom behaviour

- Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children to feel safe, their educational environment needs to be high in both nurture and structure. Being mindful of verbal and non-verbal communication and how this is received or perceived.
- Effective classroom management can reduce challenging behaviour and pupil disengagement; this involves early recognition and whole school consistency (see appendix A of strategies and suggested actions and appendix B - Behaviour Stages)
- Reward systems can be effective when part of a broader classroom management strategy (see appendix A)
- We also use the language of choice and positive engagement e.g. Can you make a better choice? How can I help? help me to understand, I'm wondering if …, I can imagine that …, I can see that you may be feeling …, Can you show me …)

4. Use targeted approaches to meet the needs of individuals

- For pupils with more challenging and complex behaviour, our approach is personalised and adapted to individual needs
- Teachers are trained in specific strategies if supporting pupils with high SEMH needs, often this may include recommendations from external agencies
- Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. This involves adults supporting structured conversations between peers and finding positive solutions.

5. Promote positive relationships and behaviours.

- All adults treat all children with respect and model positive behaviour
- Following any incidents where a child has been taken out of the classroom relating to disruptive behaviour- all staff to welcome children back to re-establish a positive relationship and help them to reconnect with the class
- Children regularly work in collaborative and aspirational partnerships
- Opportunities to celebrate each other's efforts and achievements
- Pupil champions
- Play leaders and clubs
- School council and pupil voice

6. Use language to

- promote the ethos of behaviour needing to be good for me, good for you, good for everybody
- focus on having conversations around how to behave and what to do rather than how not to behave
- be curious, not furious
- de-escalate, understand and build a child's self-esteem rather than berate and shame

7. Develop children's understanding of the brain and how it effects learning and behaviour

- develop pupil's metacognitive knowledge and understanding to encourage children to think about their own learning and behaviour more explicitly
- teach children metacognitive and mindfulness strategies including how to plan, monitor and evaluate their own learning and behaviours.
- develop children's self-awareness of the Just Right zones of regulation and their emotional literacy

- equip children with the skills to develop self-control

Reinforcing positive behaviours

Strong relationships based on mutual respect and positive communication can guide children to move from responses driven by emotion, towards positive self-control and solution-focused thinking. This approach supports the development of pro-social skills for **all** children and young people.

We believe that children thrive in a positive learning environment, where good choices are highlighted and praised. Once clear boundaries are explained, praise can be used to reinforce messages and build high self-esteem. Extrinsic rewards do have a place, but we are aware that we are trying to develop self-regulating children and those who do the right thing, because it's the right thing to do, and not because they want to get something for it. A sense of community spirit, and pride in one's own choices is always the clear message. Use of rewards is particularly helpful in establishing expectations and routines at the beginning of the year, and re-establishing at the start of each new term. We believe that we get what we pay attention to, so the more we focus on positive behaviour, the more positive behaviour we will get. This is always our first strategy.

We believe specific feedback is more powerful than simple ('Well done' type) praise. We aim to make our positive feedback specific whenever possible (rather than 'Well done' we might say, for example, 'The way you helped Johnny in the playground showed really caring thinking'

Positive handling

- Staff at Hangleton will always use pre-emptive or de-escalation strategies (such as distraction, alternative choices, safe spaces, sensory and physical breaks etc.) first to attempt to defuse any difficult behaviour.
- Physical restraint, (positive handling), will only be used as a last resort when a child's safety or the safety of others is compromised or where there is imminent risk to property.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- A record will be kept on the school system and families will be informed.
- In order that other children are kept safe, a staff member may decide to remove all other children from a room or classroom away from aggressive or damaging behaviour from another pupil.

Bullying

Children, parents and staff are encouraged to report any bullying immediately. The school takes bullying very seriously. Our Anti-Bullying Policy clearly states what bullying is and the consequences of it. (Please see anti-bullying policy- appendix.) We are clear about the difference between unkind behaviour and bullying problems and have made every effort to make sure the children are clear about this difference. Any bullying incidents will be dealt with according to our Anti- Bullying Policy. Bullying incidents are logged to identify patterns and ensure consistent responses.

Equalities

As stated in our Equalities Policy, we understand our duty to promote positive relationships between different groups of children and to challenge stereotypes and prejudice. Children are taught to value each other and celebrate differences. They are also taught that negative language or actions used in relation to gender, race, religion, sexual orientation/identity, family-type or social-status are not acceptable. (Please see equalities policy- appendix.)

Out of school responsibility

School may sometimes be informed about a child's behaviour out of school and need to deal with the situation. Although this is rare, it does sometimes happen. The usual course of action would be to talk to the children and their grown-ups. If it is deemed that the behaviour or incident falls into a safeguarding concern, then this may require other appropriate services being informed

Reference Section 89(5) of the Education and Inspections Act 2006

External Support -

In cases of children with significant social, emotional and mental health challenges who present long-standing and persistent behavioural difficulties we may refer to external services. This might include BHISS (Brighton and Hove Inclusion Support Service); CAMHS (Child and Adolescent Mental Health Service); FDFF(Front Door For Families Safeguarding Hub) or an Educational Psychologist with parental/carer consent.

Suspensions and Permanent Exclusions

We would hope to never resort to excluding a child from our community. However, we maintain this process as part of the school's 'behaviour' policy as, exclusion of children remains a legal right all schools are given.

There are 3 types of response: 1) reflection time/use of reflection space 2) a fixed term suspension 3) permanent exclusion.

1) Reflection Time means that a child is removed from their class but stays at school. The child would spend time out of their class and would be given curriculum work to complete.

Restorative Approach: we ensure that spending time in reflection space with an adult supports reflecting on their behaviours and how to repair and restore trust and relationships.

2) A Fixed-Term Suspension involves a child being suspended from school for a short period of time. During a fixed-term suspension, a child will be supervised at home completing school work which will be provided and should not be out in the community. When a child returns from a fixed-term suspension, there will be a reintegration meeting with a restorative and reparative approach in order for all parties involved to move forward positively.

3) Permanent Exclusion. This will be used as a last resort. If all previous measures and adaptations have not been successful in bringing forth positive change, or there is a singular extreme event or dangerous act the school can decide to permanently exclude a child.

If families do not agree with the school's decision to suspend or exclude their child (fixed-term or permanently) then they have a right to appeal. (see letter)

Policy Links

- PSHE Policy
- Anti-Bullying Policy
- Equality Policy
- Online-Safety Policy

 Safeguarding and Child Protection Policy

Appendix A- We use a personalised approach to de-escalation and building relationships. We always us a restorative approach when managing any behaviour incidents. We also take this approach to consequences. The following approaches are tailored to suit the individual and context of the situation.

Strategies to de-escalate.

Relationships first.. we know our children well , and trusting in relationships are at the heart of all restorative practice
Getting to know the child and what works for them
Emotional thermometer- daily check in
Just Right wheel
Busy book/colouring in
Egg timer to go outside
Make a choice cards
2 mins in the calm down area
Walk and talk
Allowing them to walk away
Teaching them what is going on in their brain (separates them from actions)
Communication with previous teachers
Consistency is key
Scripts with phrases that work with key children
Sharing important information with other teachers that work with class
Distraction and jobs
Carrying heavy loads
Thinking time
Visual timetables individually without images with information about what they are doing so Knowing individual triggers –then avoided
Breathing with whole class
Go outside for fresh air
Daily mile at time when they are fizzy
Sharing how you are feeling….so I am going to do….
Physical brain breaks
Non-verbal communication – what to do when you feel…without having to talk
Communicating with children. I can see you need me… I will be there soon (don't feel ignored)
Tone of voice
Talking quietly to them without rest of class hearing
Deflection-discretely (Oh do you know your laces are undone etc)
Referring to passports
Acknowledging and noticing how they are feeling. You feel angry and it is ok….
Using sense of humour-try and relax
Transitions –activities

Strategies to promote and build good relationships with children

All about me-'Talk Abouts' – do a 'Talkabout' yourself for the class.
Sentence stems…I wonder… I imagine…. I notice…. Some children feel….
Being positive and emotionally available- welcoming children back to class after an incident
Showing respect – constant modelling
Knowing about them outside of school –interests
Sharing your interests as a teacher/TA
Relationships come in different sizes- Fill the cup relating to need of child
Noticing when things go well

Once a week having lunch together and talk
Checking in with key children every lunchtime
Class rules
Pupil voice
Meet and Greet

Behaviour consequences

Make a choice card
Name on board, under reflection sign
Reflection time in Designated reflection space
Restorative conversations of enquiry to repair and help the child to reflect and develop self-awareness around their behaviour
After reflection in another class. If behaviour repeated-send to SLT
1 min 2 min off playtimes-stay with the class teacher
Phone families at the end of the day- Teachers/Teaching assistants initially as they have the information and the relationship- escalate to SLT as appropriate