



WELLBEING & BEHAVIOUR POLICY

Approved by:	Governing Body	Date: November 2025
Last reviewed on:	Nov 2025	
Next review due by:	Nov 2026	

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

At Harrington Hill Primary we believe that fostering positive relationships and emotional wellbeing is key to supporting children to develop high standards of behaviour. We achieve this by encouraging children to:

- Take an active role in their learning;
- Develop resilience;
- Make positive choices;
- Be kind to others;
- Talk and reflect on their own wellbeing (and the wellbeing of others);
- Learn from mistakes;
- Volunteer for extra responsibilities.

To support the emotional wellbeing and positive behaviour for all children, we have a clear set of school rules (see appendix 1), as well as a system of rewards and consequences. Staff are expected to apply these consistently, fairly and without bias.

We also aim to take a trauma-informed and attachment-aware approach to managing wellbeing and behaviour. We understand that for some children, their wellbeing can be impacted by trauma and/or attachment difficulties. As a consequence, their ability to make positive behaviour choices can be impaired.

Aims of the policy

- Provide guidance on a consistent approach to promoting emotional wellbeing and behaviour;
- Outline our approach to developing positive wellbeing;
- Outline our system of rewarding positive behaviour and consequences;
- Outline how pupils are expected to behave;
- Summarise the roles and responsibilities of different people in the school community with regards to wellbeing and behaviour management.

Our Approach to Emotional Wellbeing and Managing Behaviour:

We take a Trauma Informed and Attachment Aware approach to promoting wellbeing and positive behaviour. This means that we are aware of the effects of a child's experiences on their wellbeing and behaviour. Just as positive experiences and relationships help to foster a child's development; adverse childhood experiences can have wide ranging effects on a child's development, ability to regulate their emotions and ability to form positive attachments or relationships.

We understand the need to provide clear, supportive boundaries. A key to managing behaviour effectively is adults who are consistent, fair and kind.

How do we promote emotional wellbeing?

- Provide a safe, secure environment for all children, with clear expectations;
- Boosting self-esteem;
- Raising attainment - closing gaps and celebrating achievements;
- Opportunities to express needs and opinions;
- Recognise and tackle discrimination and bias;
- Building positive relationships and a strong sense of belonging;
- Ensure all children feel included;
- Build children's resilience and allow for mistakes to be made as a key part of learning;

- Regular lessons and activities which focus on Personal, Social, Health and Economic education (PSHE);
- A fully integrated and structured PSHE curriculum (we currently use Jigsaw);
- Regular Circle Time activities to explore key social, emotional and social issues;
- A dedicated pastoral Team to support individuals and groups as needed;
- Work closely with external agencies – such as the WAMHS teams; Young Hackney; Educational Psychologists; CAMHS; Therapists etc...
- Ongoing observations and assessments of children's wellbeing in Foundation Stage; Children are regularly observed and assessed, and staff plan 'next steps' in response to the children's behaviour and attitudes.
- 'Wellbeing Weeks' for children and staff;
- Wellbeing workshops for parents/carers;
- Regular staff training on aspects of wellbeing;
- Provide many opportunities for children's voices to be heard – e.g. School Council, Wellbeing Champions, Inclusion Ambassadors, Worry Boxes, surveys, circle times etc...

A Positive Framework for managing behaviour:

At Harrington Hill Primary we believe that maintaining a high standard of behaviour is essential for pupils to be able to thrive emotionally, socially and academically. We aim to create a school environment where pupils can feel safe and secure; where their views and beliefs are valued; and where they are treated equally without discrimination or bias.

We acknowledge that there is a strong link between emotional wellbeing and positive behaviour. The school promotes positive behaviour management for all children – praising and rewarding wherever possible. The majority of pupils at Harrington Hill Primary have a positive attitude to learning and good behaviour in class. Our staff and children are proud of this and work together to maintain a positive learning environment.

We have clear school rules which have been developed with our whole school community. These rules are based on positive behaviours that we expect from all children and we ensure that all children understand the reasons behind them.

Roles and responsibilities

The Governing Body is responsible for reviewing and approving the Wellbeing and Behaviour Policy - in conjunction with the Headteacher; and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher is responsible for reviewing this policy in conjunction with the Governing Body. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive wellbeing and behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently, fairly and without bias.

All staff will:

- Implement this policy consistently, fairly and without bias;
- Respect each other's and children's differences
- Be a role model and foster positive relationships;
- Seek further support or advice from colleagues if concerned about a child's wellbeing or behaviour and make a referral to the Inclusion lead if necessary;
- Model, encourage and reward positive behaviours;
- Work with colleagues to provide a personalised approach to the specific wellbeing and/or behavioural needs of particular children (e.g. for children with SEND; additional Pastoral support needs; additional social/emotional needs; trauma/attachment needs etc...);

- Record behaviour incidents on Arbor (and possibly My Concern if it is a Safeguarding concern). All serious or discriminatory incidents should be discussed with a senior member of staff
- Take time to explain to a pupil what they have done wrong and why action is being taken

The Inclusion lead will:

- Regularly screen the wellbeing of all children and use this information to prioritise support;
- Regularly monitor Lost Dojos and the 'Reds' tracker and liaise with staff and families as appropriate;
- Liaise and provide advice/support to staff where there are concerns about wellbeing or behaviour;

Parents and Carers are expected to:

- Support their child's wellbeing and help them to achieve the highest standards of behaviour;
- Ensure that their child attends school every day and that they are on time for the start of school;
- Ensure that their child is taught to respect others' differences
- Inform school staff working with their child of any changes in circumstances that may affect their child's wellbeing or behaviour;
- Work with school staff to discuss/explore concerns around wellbeing and/or behaviour;

Children are expected to:

- Actively participate in wellbeing activities and lessons;
- Follow the school rules;
- Report any incidents of harm (to self or others);
- Be a positive role model and ambassador for Harrington Hill Primary;
- Respect and celebrate each other's differences.

Behaviour Systems in the Foundation Stage

Traffic Light System

All children start the day on green. If a child does not listen, follow instructions etc they are given a verbal warning.

If the child continues to ignore the request made of him/her then they are then moved to yellow and spoken to about their behaviour and asked what they can do to make the situation better. The child will also be asked to apologise for their behaviour. If the child makes the right choice when they are on yellow, their name is moved back to green. If the child continues to make the wrong choice, their name is moved to red and they sit on the time out chair for 3/4 minutes. After this time the child will be spoken to and asked to apologise. If the child apologises they will be moved back to green.

If the child is moved back to green and they refuse to carry out the same instruction, they are moved straight to red, where they will sit for 3/4 minutes. Again, after this time the child will be spoken to and asked to apologise. If the child apologises they will be moved back to green.

In some instances, children will go straight to red if they hit, kick, punch, bite, swear or spit at another child or adult. The incident will be fully investigated and parents/carers will be contacted by a member of the Senior Leadership Team (SLT).

If a child's behaviour is so disruptive they may be taken to an associate foundation stage class or a member of SLT's office. If this happens parents will be informed of this on same day.

Behaviour Systems in KS1 and KS2

Striving for Dojos!

Each class has a reward chart displayed in their classroom (see *fig 1*). Teachers can choose to use either pegs or use laminated name cards to display the pupil's names on the chart.

Green

All pupils start the day with their name peg or card placed on green. Pupils whose names are on green at the end of the school day are awarded 3 Dojo points which are added to their class profile.

Bronze

Pupils who show excellent behaviour during the day may be moved up to bronze. Any pupil's names who are on bronze at the end of the school day are rewarded with 4 dojo points.

Silver

Pupils who show particularly impressive behaviour continue to move up the chart to silver. Any pupil whose name is on silver at the end of the school day will be awarded a silver certificate and 4 dojo points.

Gold

Pupils who consistently show outstanding behaviour will move up to gold. Any pupil whose name is on gold at the end of the school day will receive a postcard home, 5 dojo points and a gold pencil.

Warning

If a pupil makes a wrong choice with their behaviour the teacher will issue a warning and explain why this behaviour is unacceptable. This gives the child a chance to amend their behaviour and get back on track.

If the behaviour continues...

Yellow

1. Talk to the child (quietly, politely).
2. "Please stop (state the behaviour)".
3. "Your name is going to be moved to yellow and you need to take 10 minutes to reflect on the Time Out Table.
4. After the 10 minutes, the pupil returns to their desk/carpet and, when the adult is happy that the pupil is following the rules, they are returned to green on the chart.

If the behaviour continues...

Orange

1. Tell the child: "This (state behaviour) is unacceptable". Ensure that you explain clearly why they are being moved down the chart and move their name down to orange on the class behaviour chart.
2. The pupil is to complete a reflection sheet* in their associate class (ensuring they have been given a time card allowing them permission to leave the classroom)
3. The adult is to send an email or a note to SLT.
4. SLT will discuss the behaviour with the pupil and decide when they are ready to return to class
5. If the pupil remains on orange until the end of the school day, they will lose 2 Dojos. However, if the pupil returns to classroom and meets the behaviour expectations of the school, then they can be moved back up to green on the chart, when the teacher deems appropriate.

** See appendix 2 for example reflection sheet.*

If the behaviour continues...

Red

1. The child is sent to associate class (within 'bubble') with a member of staff. The child's name is to be moved down to red on the chart. The pupil loses 4 dojos.
2. An email is to be sent to SLT (or a note taken to the office by a TA so that a member of the office team can email SLT). A member of SLT will notify the rest of SLT that they are dealing with the notification. The member of SLT will collect the child and they will remain with them until they are deemed ready to be back in class.
3. The child will be asked to write a letter of apology and will miss remaining play/lunch times. If the pupil is put on red during the afternoon, the child will miss lunch play the following day *
4. A letter is sent home to parents/carers and it is recorded on the tracking sheet that the child has been put on red and lost 4 dojos. The letter gives parents/carers an opportunity to support their child by discussing the behaviour and helping their child to correct it.
5. The teacher will call the parent/carer of the child at a convenient time that day or ask to speak to them in person, out of earshot of other parents, after school.
6. Work that has been missed will be completed at break/lunch/other suitable time.
7. A pupil will stay on red for the remainder of that day.

4 Lost Dojos (Aggressive Behaviour)

1. When a serious behaviour incident arises, which may include violence, the matter is fully investigated. A member of the SLT is notified straight away and will speak to all pupils involved and, if needed, will also speak with any witnesses. This is taken very seriously. Behaviours of this nature include pushing, fighting, kicking, biting, hitting (use of hands and feet to solve problems). Pupils are supported in learning what they should have done and what they must do in the future. Retaliation is not acceptable. They will be reminded that adults must be told, so problems can be sorted out.
2. A member of SLT will call home to inform parents/carers and the incident is recorded on the behaviour tracker.
3. A letter will also be sent home.
4. The child is placed on red and 4 Lost Dojos are taken from the child's profile on the website.
5. The child(ren) will be asked to write a letter of apology to the other child(ren) involved and will miss lunch play that day. If the 4th Dojo is lost in the afternoon, the child(ren) will miss lunch play the following day. *
6. The child(ren) will be returned to class when they are deemed ready to focus on their learning again.
7. Work that has been missed will be completed at break/lunch/other suitable time.

Three '4 Lost Dojo' letters in a ½ term will normally result in a 1 day exclusion.

*** Missed lunch play**

5 minutes before lunchtime, an adult needs to take the pupil to the hall to collect their lunch. Children will be taken to the Headteacher/Deputy Headteacher's office. They will stay with the member of SLT for the whole of lunchtime. During this time, the pupil will complete a reflection sheet, write their letter of apology and catch up with any missed work where necessary.



Fig. 1: Behaviour Chart

Reminder: A pupil is moved down the chart for the primary behaviour displayed. Children should not be moved further down the chart for 'secondary' behaviours (ie behaviours displayed in response). Children need time to calm down.

Reflective practice

As reflective practitioners, staff are encouraged to continually reflect on their own teaching practice. Where behaviour in the classroom is consistently concerning, staff are to remember that all behaviour is communication and therefore must consider where changes to practice may be necessary (ie changes to provision, routine and/or leadership style). This reflection is often done best in collaboration with others and so SLT will be there to support and, where necessary, will call on external agencies (ie Re-Engagement Unit) for further guidance.

Behaviour Procedure

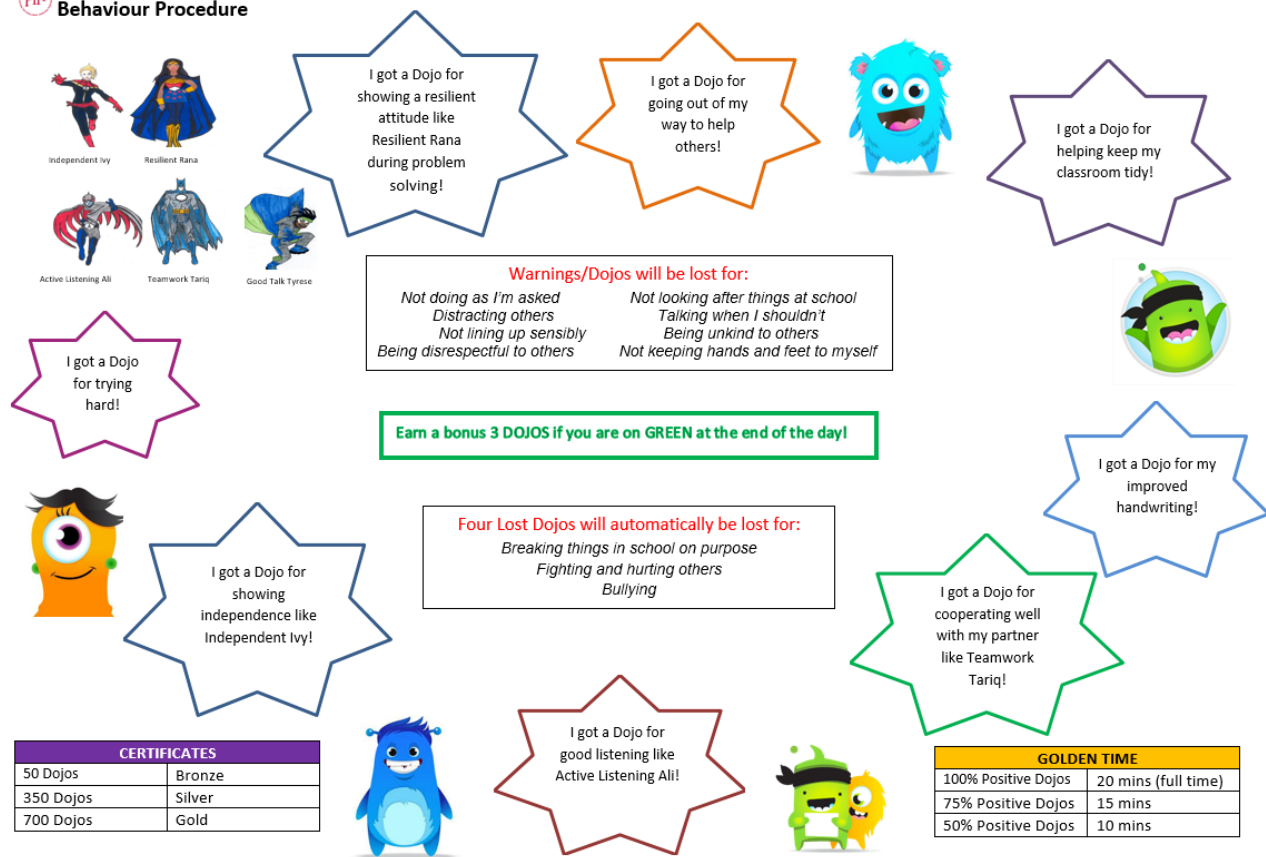


Fig 2: Poster to be displayed in each classroom

Remember: every day is a new start.

Behaviour monitoring/support plans

SLT log any significant behaviour incidents on Arbor, completing the information on the pupil's profile page. In addition, SLT record more serious incidents on the '4 Lost Dojo' tracking sheets as well as monitoring the number of Dojos 'lost' by pupils each week. Behaviour data will be reviewed regularly and used to inform decisions on where to focus efforts to intervene early and prevent patterns of poor behaviour becoming habitual and entrenched.

Children who are regularly 'losing' Dojos will be supported in improving that situation. We have developed a graduated system for providing support for children who display continued or significant unwanted behaviour:

Wave 1 – in class support	Wave 2 – support outside of class**	Wave 3 – support from external agencies***
<ul style="list-style-type: none"> • Strategic seating • Verbal prompts and warnings • Non-verbal signals • Traffic light system • Behaviour chart • Peer and proximal praise • Friendship buddy • Ignoring unwanted behaviours • Concentration aids • Home-school communication • Use of targeted rewards 	<ul style="list-style-type: none"> • SENco/Behaviour Lead/SLT meet with parents/carers • Reflection time • Mentoring • Calming time • Attachment and Trauma Action Plans • Behaviour contract • Individual Behaviour Plan • Daily targets/rewards • SEND assessment and review • Check-ins • Letters home 	<ul style="list-style-type: none"> • Multi-Agency Professional meeting (MAP) • Therapists (on site) • WAMHS team • First Steps & CAMHS • Educational Psychologist • Specialist teachers • School nurse/doctor • Pastoral Support Plan • Young Hackney • Social Care support • Re-engagement Service
<p>** Wave 2 and Wave 3 support reviewed termly by SENco/Behaviour Lead alongside parents/carers</p> <p>***For Wave 3 interventions parental/carers consent is sought</p>		

Individual Behaviour Plans/ Pastoral Support Plans

The Traffic Light and Striving for Dojos systems are still followed but these plans reinforce them in a more positive way for children who need it.

There are periods of time when children need extra support in taking control of their behaviour. This can be because of changes within the school, home, and/or friendship groups. In such times an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP) may be put in place. IBPs and PSPs can also be used for children who regularly lose Dojos, to support them and help them to improve. A child may move from an IBP to a PSP when there is a higher risk of exclusion.

The child on an IBP or PSP is given a clear focus on what behaviour needs to change and additional strategies are outlined to support the child to achieve this. They could be a mixture of any of the following:

- Use of a home/school behaviour book
- Carry out a target sheet in school time
- A minimised timetable
- Additional support from the learning mentor
- Circle of Friends intervention
- Indoor play provision
- Nurturing groups
- All about me/you sessions

This is not an exhaustive list of interventions used, other interventions may be used to meet individual children's needs.

Incentives

Incentives are a whole school community responsibility. These are incentives and rewards for social achievement. They operate on an individual, class and whole school basis.

1. Dojo points (individual and whole class)

2. Appreciation Board recognition
3. Whole class system (ie marbles in the jar)
4. Daily mini-certificates
5. Certificates
6. Stickers
7. Short notes or phone calls home to parents/carers

Every Friday children will be given formal recognition of achievements. Certificates will be awarded at the whole school Excellence Assembly. In each class, one certificate will be awarded for showing excellence linked to learning behaviours and another will be awarded for completing an excellent piece of work.

Dojo Certificates

Bronze: 50 Dojos (Most pupils receive by end of autumn term)

Silver: 350 Dojos (Some pupils receive by end of spring term)

Gold: 700 Dojos (Rare. Perhaps 10 pupils across the school. Accompanied by a letter in the post from the Headteacher)

Dojo Star Badges

One bronze, one silver and one gold star badge will be given out per class based on progress:

-At the end of the Autumn term, a gold star badge will be given to the child with the most Dojos in the class. A silver star badge will be given to the child with the second most Dojos and a bronze star badge to the child with the third most Dojos

-At the end of the Spring term, the child who has received the most Dojos since the start of Spring Term will receive the gold star badge and so on.

-This will repeat again for the Summer term.

How the Playground is involved in our plan

We believe it is important for staff and children to see that playtime behaviour is included in the school policy and therefore the plan links into the Traffic Light and Striving for Dojos systems. Should a situation not be resolved on the playground, it is referred to a member of SLT.

Expectations for behaviour must be consistent in and around school and with all members of the school community.

To reinforce good behaviour:

Verbal praise, stickers and Dojos can be given out to children who have stood out for their good behaviour.

To discourage unwanted behaviour in the playground:

- | | |
|----------------|---|
| Stage 1 | Tell the child quietly and politely the behaviour you want stopped. |
| Stage 2 | Child sits on the bench to calm down for a few minutes (5 minutes or until calm). |
| Stage 3 | Child walks with you for the remainder of playtime or is sent to sit in the hall. |

In the event of a child showing aggressive behaviour in the playground (ie fighting or purposefully damaging school property), a member of SLT must be informed as soon as possible. SLT will investigate and follow the procedure for 'aggressive behaviour' as previously outlined.

Staff must inform a member of SLT if they have ongoing concerns about a child's behaviour out in the playground.

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means an adult must take responsibility for teaching them, for modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. This will be carried out during the school day, during assemblies and explicitly during PHSCE lessons.

Strategies for resolving conflict:

It is agreed that:

- Everyone should listen without interruptions.
- Everyone is encouraged to maintain eye contact.
- Everyone has a turn to say:
 - a) what the other child has done to upset them,
 - b) how they feel about it, and
 - c) how they would like them to behave in the future.
 - d) Children need then to apologise to each other and accept their apologies.

No one is allowed to interrupt or argue. The adult is there to help the children resolve the conflict. If the children cannot resolve the issue, the adult takes appropriate action.

Staff need to be sensitive to children who find eye contact difficult as it may go against their cultural tradition or be in line with a special educational need.

When playing team games in the playground, children are asked to shake hands before and after a game.

Unwanted behaviour and exclusion:

Serious or persistent breaches of the school's behaviour policy may result in exclusion. Suspension and permanent exclusions are seen as a last resort and every effort is made to prevent them happening. All exclusions are monitored and reported to the Governing Body and Hackney Education. (Please refer to the school's Exclusion Policy).

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be emotional, physical, sexual, verbal, direct or indirect. It can take place in person or online. It is deliberately hurtful, often repeated over time and difficult to defend against.

The school has a proactive approach to preventing and addressing bullying. We are also aware of the need to provide support for the victim of bullying. The perpetrators of bullying may also require support to ensure that bullying behaviours do not continue. All incidents of bullying are investigated in line with the school's Anti-Bullying policy. (Please refer to the school's Anti-Bullying Policy).

Behaviour outside of school:

Children are expected to continue to make positive behaviour choices outside of school. Consequences for unwanted behaviour off-site may be applied where:

- The child is taking part in an organised school trip or activity;

- The child is travelling to/from school;
- The child is wearing their uniform.

Unwanted behaviour at any time outside of school hours will be sanctioned if it:

- Poses a threat to another child or member of the public;
- Could adversely affect the reputation of the school;
- Could have repercussions for the orderly running of the school.

Incidents of unwanted behaviour including bullying and cyber-bullying, which take place outside the school will be fully investigated in line with the school's Anti-Bullying Policy.

How do we manage extreme incidents of concerning behaviour?

- Above all, it is important that staff appear calm and try to maintain the safety of all those involved, including themselves.
- Staff are trained to try to de-escalate a situation wherever possible; and to seek support from a senior colleague.
- If a child is showing extreme signs of distress, it will be necessary to adopt a Trauma-informed and Attachment-Aware approach. This involves trying to stabilise a situation through a process of co-regulation: attempting to provide a calming presence to encourage the child to connect; and then begin to mirror the calmness of the adult. This can take some time and language should be kept to a minimum.
- All serious incidents should be followed up by SLT. Therapeutic interventions should be considered and a Support Plan drawn up in collaboration with parents/carers.

Prohibited sexual harassment:

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing (including cyber flashing)
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet or email
 - Creating or maintaining websites with sexual content
 - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Use of reasonable force and physical restraint

Wherever possible, it is Harrington Hill's policy not to physically restrain children. However, the school reserves the right and takes responsibility to do so when a child may be:

- Hurting themselves or others;
- Damaging property;
- Causing disorder and refusing to leave a room when instructed to do so and is a danger to him/herself or others.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents/carers;

The use of reasonable force and physical restraint is conducted in line with the latest DfE guidance on [Use of reasonable force in schools](#)

Training

Our staff are provided with training on managing wellbeing and behaviour as part of their induction process and key staff are trained in the correct use of physical restraint. Wellbeing and behaviour will also form part of continuing professional development.

Unconscious Bias

As a school, we are aware that everyone has unconscious (and conscious) bias that affects the way we react to different people and situations. It is important for staff to reflect on decisions and/or reactions to situations. If unsure about a scenario, we advise all staff to speak to a colleague or a senior member of staff – particularly in a situation whereby a decision may need to be changed or altered. Staff at Harrington Hill have undergone training in cultural competency which included sessions focused on unconscious bias.

In order to help to overcome bias in making decisions managing behaviour, we encourage staff to:

- Reflect on decisions or reactions to situations or individual children;
- Challenge their own stereotypes and those of others;
- Speak to colleagues if unsure about a decision or reaction;
- Ensure that they have spoken to *all* parties (and witnesses) involved in an incident and that children and adults have given their accounts of an incident independently and without bias;
- Ensure that they have not jumped to conclusions when reaching a decisions;
- Ensure that when applying principles of 'balance of probability', staff have taken all available information into consideration;
- Take any time necessary before making a final decision.

Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings so that key information can be passed on.

To ensure continuity of monitoring and support, information related to children's wellbeing and behaviour may be transferred to relevant staff at the start of the term or year. Similarly, relevant information on wellbeing and behaviour is shared with new educational settings.

Monitoring arrangements:

This Wellbeing and Behaviour Policy will be reviewed by the Headteacher and the Governing Body every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Hackney Education Exclusions' Policy
- Child Protection and Safeguarding Policy
- Positive Handling Policy
- Anti-bullying policy
- Mental Health and Emotional Wellbeing Policy
- SEND Policy
- Hackney Learning Trust's Code of Conduct for staff
- Equality and Inclusion Policy
- Online Safety Policy

Links to legislation and statutory requirements:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education](#)
- [DfE Exclusions Guidance](#)
- [Working Together to Safeguard Children](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

• It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Appendix 1: Rules Poster



Our School Rules...

READY



RESPECTFUL



SAFE



Appendix 2: Restorative Reflection sheet.



Restorative Reflection Sheet

Name: _____ Class: _____ Date: _____

<p>Draw what happened.</p>	<p>How did you feel? Circle a face or draw your own</p> <div data-bbox="965 969 1109 1722"> <p>angry excited happy frustrated sad silly tired worried scared</p> <p>or draw your own</p> </div> <div data-bbox="869 1019 933 1668"> <p>Weak 0 1 2 3 4 5 6 7 8 9 10 strong</p> <p>Mark on the scale how strong your feeling was</p> </div> <div data-bbox="726 969 790 1722"> <p>Write the names of the children involved How did they feel? Circle a face, or draw your own.</p> <div data-bbox="598 969 726 1722"> <p>worried scared sad tired angry</p> <p>or draw your own</p> </div> </div>		
<p>What would help you make a better choice next time?</p>	<p>What I am going to do to fix things? Circle your ideas or draw your own.</p> <div data-bbox="391 969 534 1722"> <p>write a letter say sorry tidy up</p> <p>or draw your own</p> </div> <div data-bbox="298 969 359 1722"> <p>Child's signature: _____ Staff signature: _____</p> </div>		