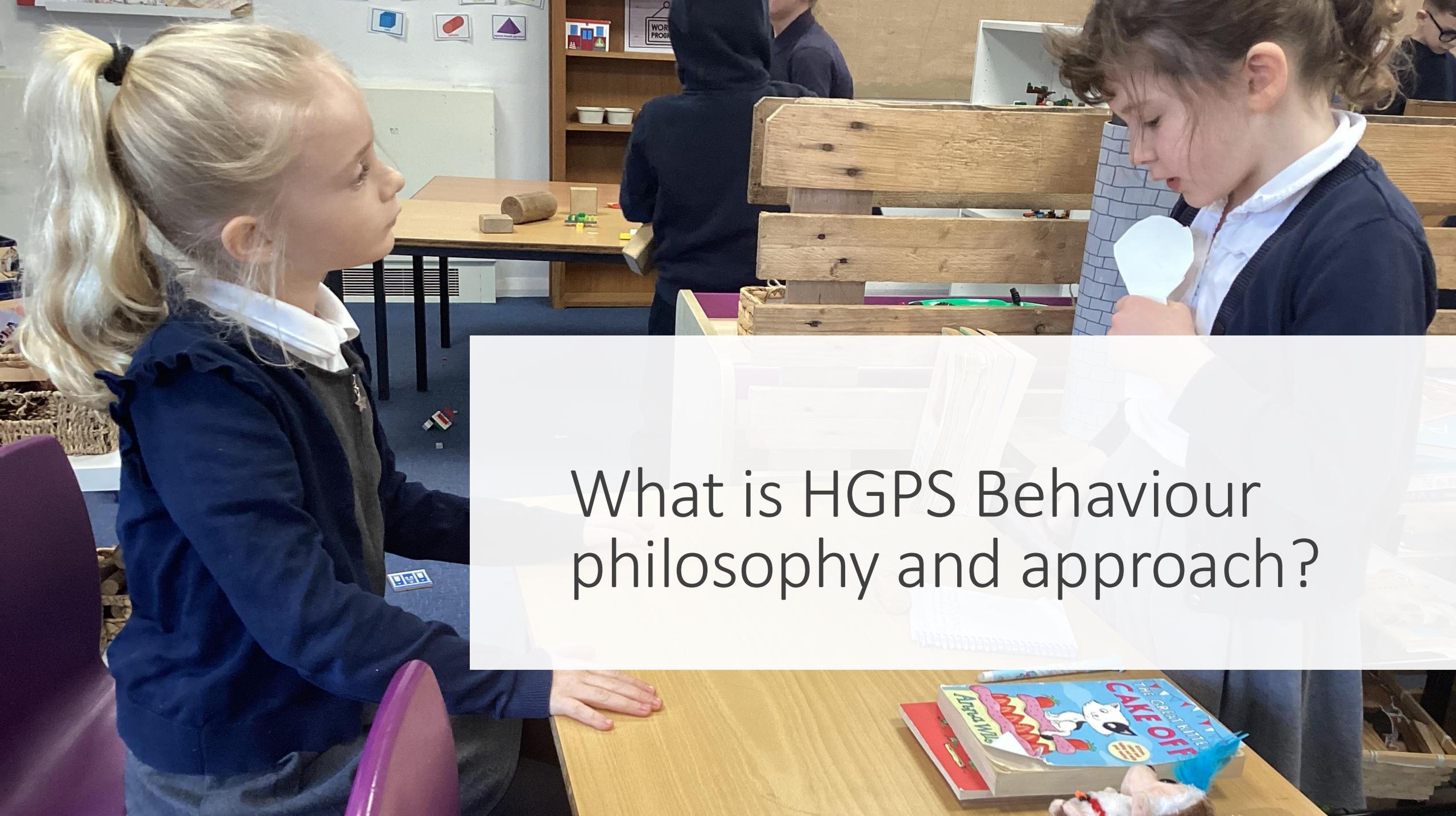




Come to Understand Behaviour

We aim to answer...

- What is HGPS Behaviour philosophy and approach?
- How will the adults teach children to behaviour positively?
- How do I know HGPS Behaviour policy is equitable?
- How will the school support children when they need help with their behaviour?
- How can families and school work together to ensure consistency and success for every child?



What is HGPS Behaviour philosophy and approach?

Therapeutic thinking Approach

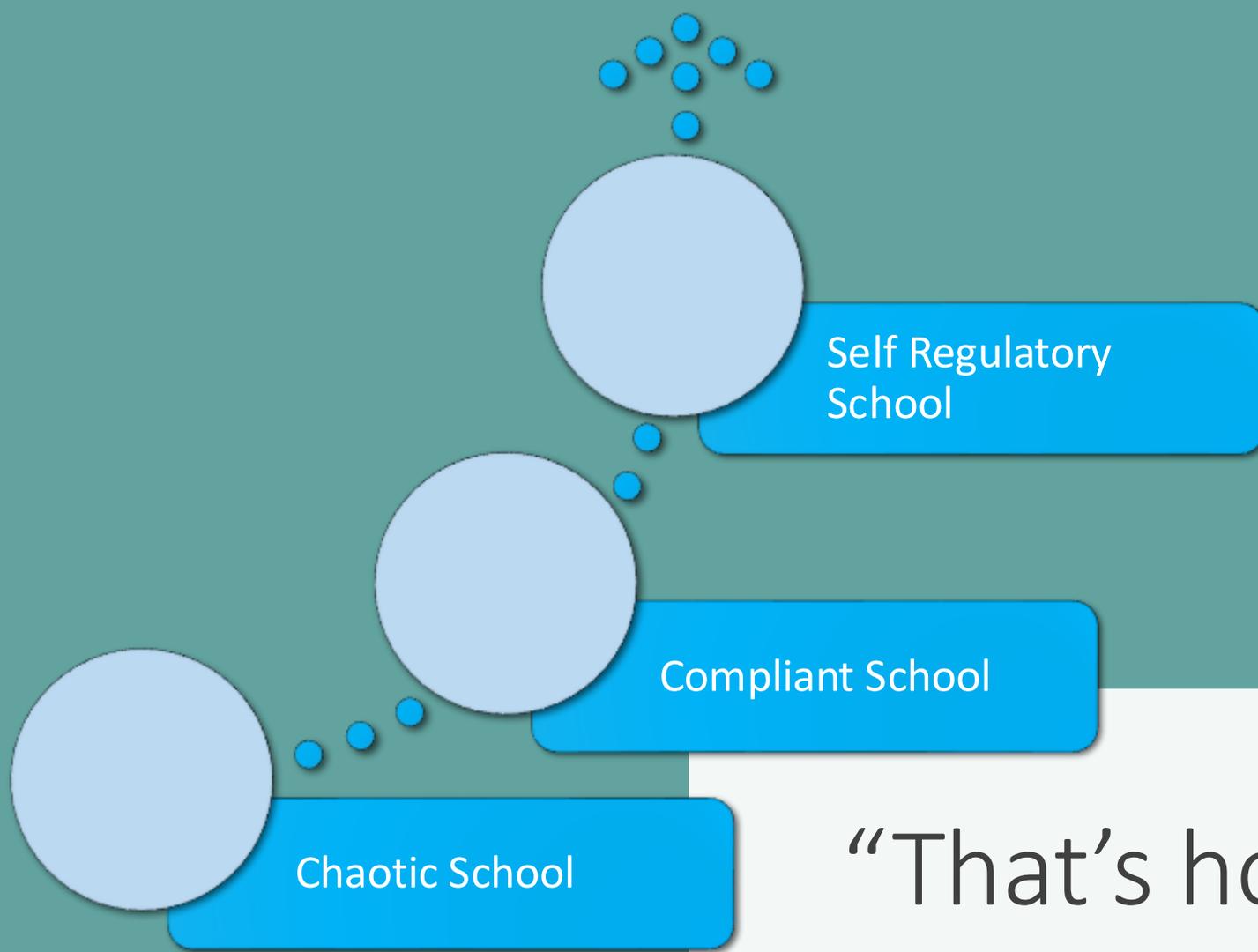
- A trauma-informed, child-centred approach
- Helps children feel safe, calm, and ready to learn
- Teaches emotional regulation and problem-solving skills
- Supports long-term behaviour change, not just compliance



What do we believe about behaviour?

- Behaviour is a form of communication
- Children do well when they can
- We focus on understanding why behaviour happens
- High expectations **with high support**
- This approach helps children to learn and feel safe, not just 'behave'.

Effective schools take a zero-indifference approach instead of a zero-tolerance approach.



“That’s how we do it here.”



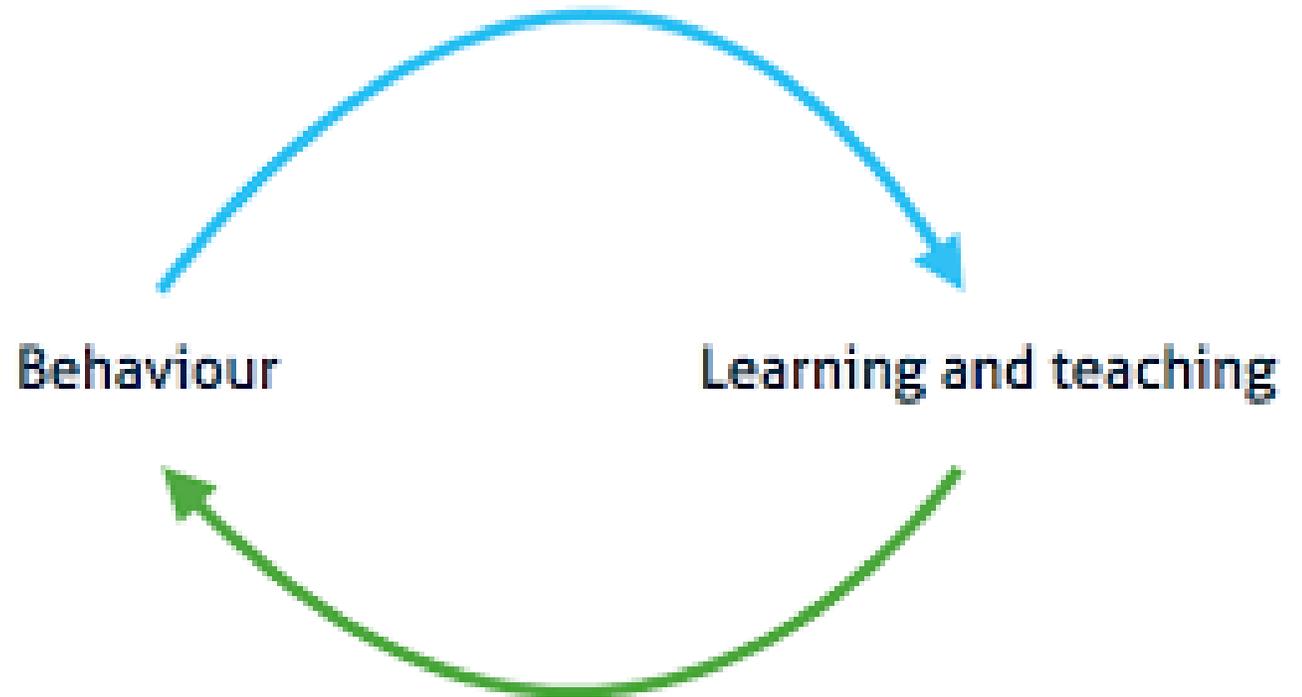
In what ways can adults support children in developing positive behaviour?



Educate

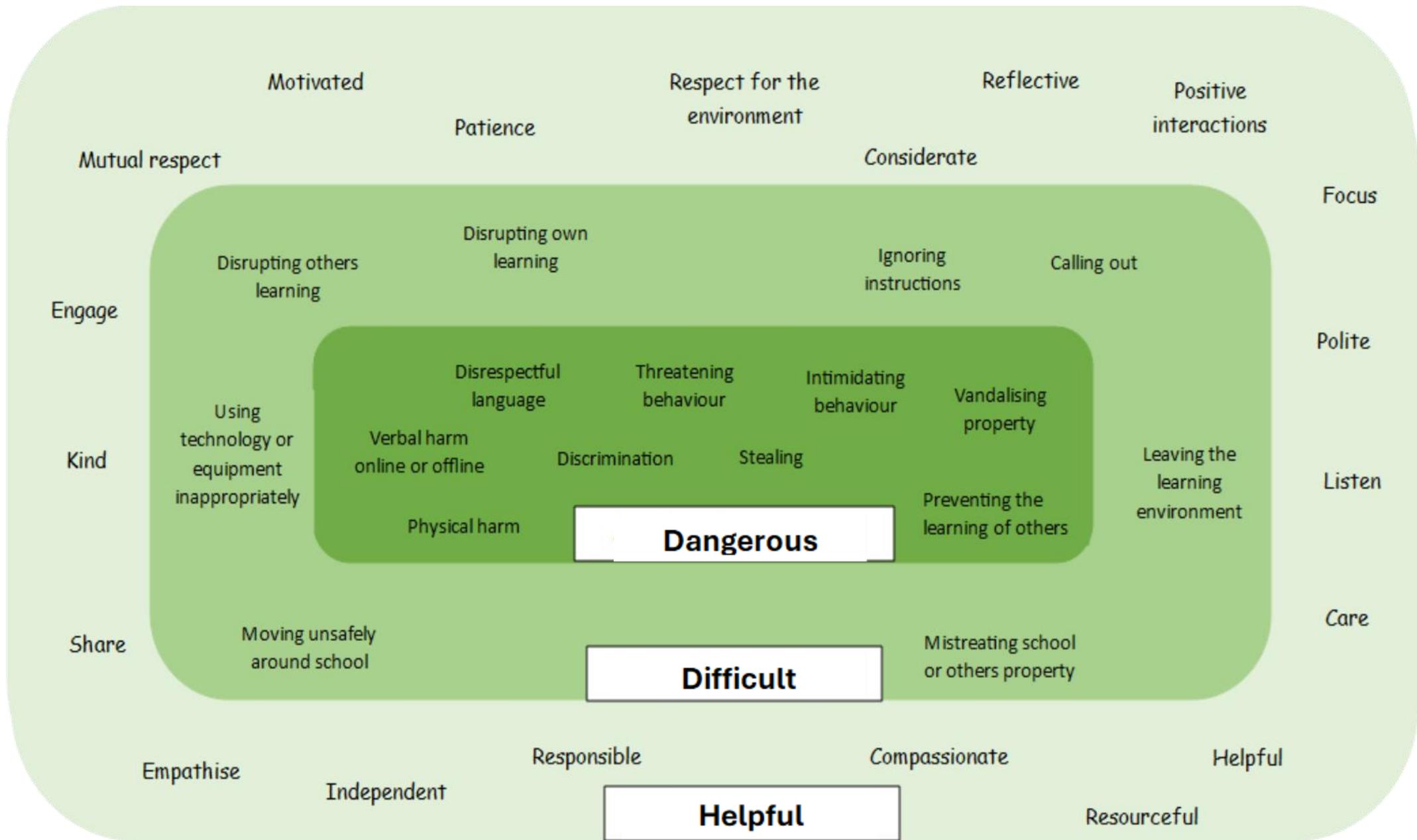
We explicitly teach children how to

- Recognise and name emotions
- Calm their bodies and minds
- Find suitable strategies
- Solve conflicts
- Communicate their perspective
- Repair relationships



Managing Behaviour

- Reminder of clear expectations
- Offer choice and explicit about
- Regulated – meet fire with water
- Actively listen first and respond after
- Pause and reflect – give time and space
- Protect the relationship – who is best fit?



Educational consequences

These are always essential in the learning process. We will help children develop new skills through discussion, debrief, activity or rehearsing.

These could include:

- 1-1 time with a member of staff for a restorative conversation
- repair time with those affected
- parental involvement when behaviours are persistent or are dangerous in nature

Educational consequences rely on finding the answers to two questions:

1. What does the child need to learn?
2. How am I going to teach them?

Protective consequences

Protective consequences are the removal of a freedom to manage harm. Sometimes a protective consequence is needed immediately until we have been successful with the educational consequence. Protective consequences are solely to ensure no further harm occurs in the short term.

These could include:

- Removal of equipment if being used unsafely
- Removal from situations
- Time to reflect in a safe space
- Personalised individual support plan with tailored strategies
- Physical intervention
- Suspension (internal/external)

Recording and Communicating

Hemington Gray
2019/2020

Reflect and Reset

Context				
Date		Time		Location of incident
Children involved		Adult recording		Class teacher
Behaviour				
<i>Name the behaviour (delete as appropriate and refer to behaviour type document)</i>				
Difficult behaviour				
Dangerous behaviour				
What happened/reported/witnessed?				
Tell –				
Explain –				
Describe –				

Child A perspective	Name: Eli
Child B perspective	Name:
Child C perspective	Name:

Actions				
Protective consequence (if required)				
<i>How are we ensuring the safety of the child and others?</i>				
Educational consequence				
<i>How will we help the child learn to change their behaviour in the future?</i>				
Next Steps				
SLT involvement required?		Further Action required?		Parents Informed?
SLT Use				

A photograph of three young boys in a classroom. They are sitting on the floor around a wooden table. The boy on the right is holding a large white sheet of paper. The boy in the middle is wearing a dark blue hoodie and is looking at the paper. The boy on the left is wearing a blue shirt and is also looking at the paper. The background shows a blue carpeted floor and some wooden blocks.

How do I know HGPS
behaviour policy is equitable?

Is that fair?





How will the school support children when they need help with their behaviour?

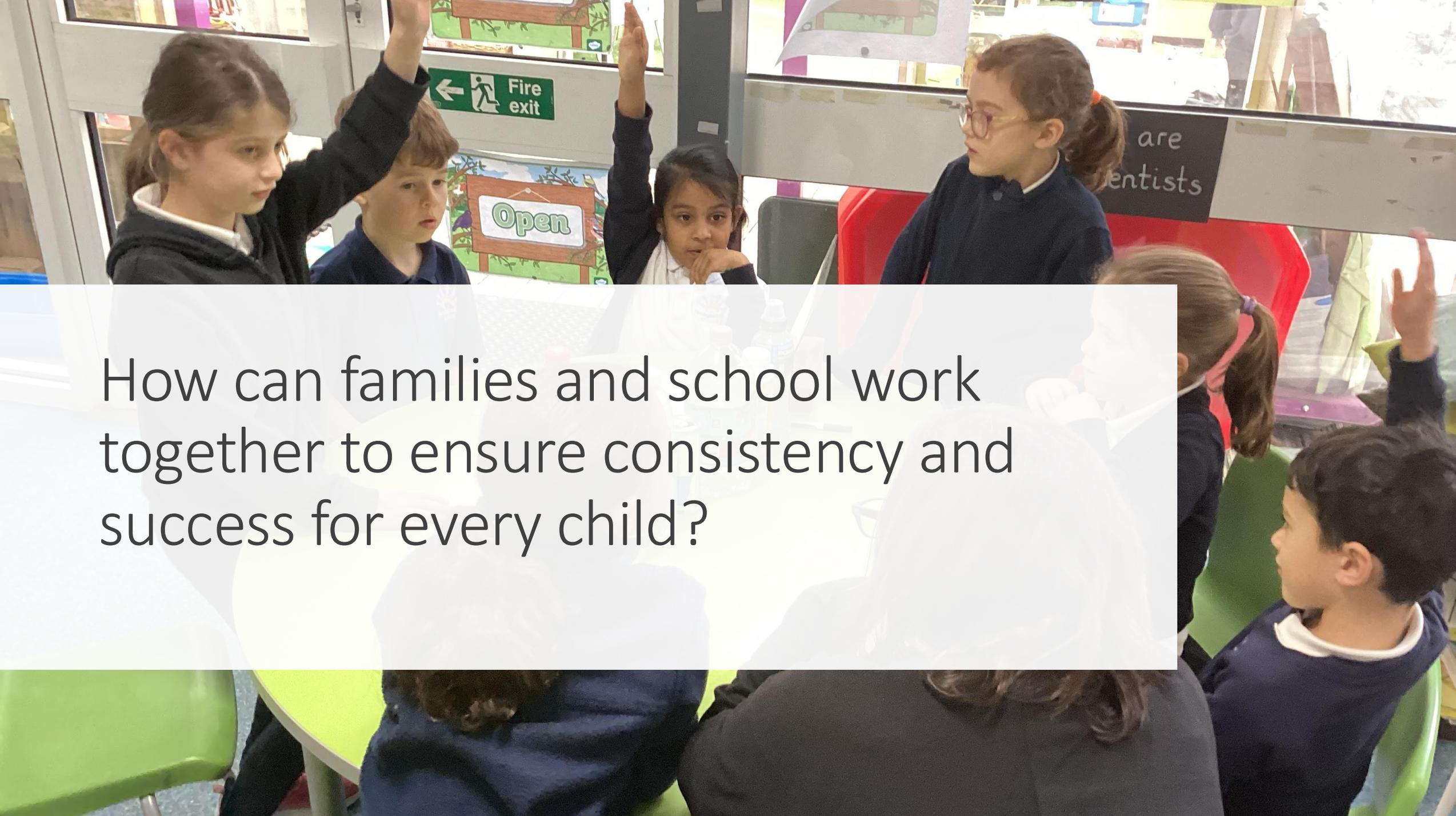


The process of support

- Reminders and opportunities for a change behaviour
- Yellow and Blue Forms
- Consequences
- Home School Restorative Meetings
- Behaviour plan
- External support



Proactive				Reactive
1 Know and understand the pupil's context <i>(what do we know about this child?)</i>	2 Pro social experiences and feelings <i>(How are we balancing the scales between pro social and anti-social)</i>	3 Teach learning behaviours <i>(What skills do they need to develop?)</i>	4 Management strategies <i>(How will their needs be managed?)</i>	5 Targeted approach <i>(Steps to take when child is in fight, flight, freeze?)</i>
				Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
<u>Implementation</u>				
6 Consistency is key				
Successes				
Challenges				
Amendments to plan				



How can families and school work together to ensure consistency and success for every child?

Model self-regulation

EEF emphasises that adults modelling thinking processes is powerful.

Parents can:

- Narrate their own thinking: *“I’m feeling frustrated, so I’m going to take a breath before I reply.”*
- Show planning: *“First I’ll make a list, then I’ll start.”*
- Demonstrate coping strategies when things go wrong.

This helps children internalise strategies.

Children regulate better when they have vocabulary for feelings and strategies.

Parents can:

- Use emotion words regularly.
- Ask reflective questions:
 - *What were you feeling?*
 - *What helped you calm down?*
 - *What could you try next time?*
- Reinforce the same regulation language the school uses (zones, steps, scripts).

Scaffold

Research highlights the importance of **scaffolding**.

Parents can:

- Give prompts instead of solutions.
- Offer choices within boundaries.
- Gradually step back as children show readiness.

Example:

Instead of fixing a friendship issue, ask:

“What are two ways you could solve this?”

Encourage Reflection

Self-regulation improves when children review their behaviour.

Parents can:

- Discuss what went well and why.
- Ask: *“What would you do differently next time?”*
- Praise effort, strategy and persistence — not just outcomes.

Maintain a strong Home-School Partnership

EEF guidance stresses alignment.

Parents can:

- Reinforce school expectations at home.
- Communicate early if there are concerns.
- Use the same behaviour language and scripts as school.
- Come and talk to school if you need clarity or advise.

Can you answer these questions?

- What is HGPS Behaviour philosophy and approach?
- How will the adults teach children to behaviour positively?
- How do I know HGPS Behaviour policy is equitable?
- How will the school support children when they help with their behaviour?
- How can families and school work together to ensure consistency and success for every child?



Thank you

Welcome any questions.