Hargrave Park School

We Aim High

Hargrave Park School Behaviour Policy

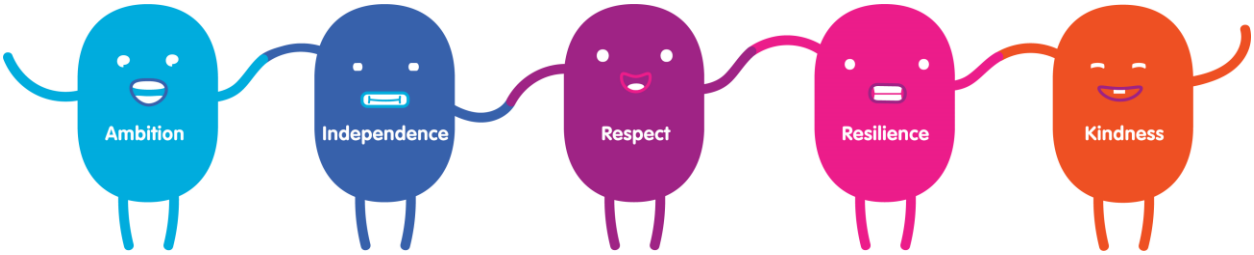
Approved: November 2026

To be reviewed: November 2027

Our Vision

Hargrave Park is a school where children and adults are valued and supported to aim high. We are all confident learners, who are inspired by the world, flexible in our thinking and understand how to care for ourselves and others. We have pride in everything we do and we look after what we have.

Our Values



We have 5 school values: **Ambition**, **Independence**, **Respect**, **Resilience**, and **Kindness**.

The values are shared, explored, and recognised regularly in class, through assemblies, and through achievement awards.

Rationale

A clear and consistent behaviour system which supports every member of the school community to feel valued and respected underpins a safe and secure environment where effective learning can take place and children can thrive.

Aims

- To ensure children are able to maximise their learning in a safe and secure environment.
- To ensure a consistent approach to behaviour throughout the whole school day.
- To support staff in their management of good behaviour.
- To develop independent learning behaviours, where children take responsibility for their own progress.
- To support children to behave in a socially appropriate way.
- To ensure that families are central in the management of their child's behaviour.
- To ensure that any use of physical contact, reasonable force, or restrictive interventions is lawful, proportionate, fully recorded, and aligned with DfE statutory duties. *(Appendix 4 – DfE Guidance: Restrictive Interventions and the Use of Reasonable Force (April 2026)).*

Trauma-Informed Approach & Positive Behaviour Management

We have a trauma-informed approach to our behaviour management and understand the impact trauma can have on a child's experience, their presentation, and their ability to self-regulate. Hargrave Park was part of the iTIPS programme from September 2021 to July 2023, a collaborative approach between Islington Council and Islington CAMHS, to support trauma-informed practice in schools.

An environment which supports children to form positive relationships with trusted adults is key to a trauma-informed approach. Adults are trained to be attuned to the children's emotional presentation and respond appropriately. Best practice is for behaviour to be managed by adults who are familiar to the children.

We have an agreed collection of **Wave 1 strategies** to support staff in their management of good behaviour and to support children to make good choices *(See Appendix 1)*. Some pupils benefit from a program of support from our Pastoral Care Team. Visuals and Makaton signs are used to reinforce expectations (e.g., 'good listening').

Habits of Mind

The Habits of Mind are embedded across the school and are used to support good behaviour for learning. Each Habit has a symbol *(See Appendix 3)*. They are shared and discussed with children regularly through class discussion and assemblies with supporting materials from Wondergrove. The four Habits identified to directly support good behaviour are:

- **Managing Impulsivity:** *"Stop and think then make the right choice"*
- **Listening with Empathy and Understanding:** *"Understand how others feel"*
- **Thinking and Communicating with Clarity and Precision:** *"Be clear when you speak"*
- **Taking Responsible Risks:** *"Try new things"*
- **Persistence:** *"Keep trying"*

The Behaviour System & Rewards

We praise and reward children for good behaviour in a variety of ways:

- Individual class reward systems, as agreed with the Class Teacher at the beginning of the year.
- Weekly certificates, celebrating the school values, presented at whole school assemblies *(Individuals may receive certificates directly from their teacher if assembly causes anxiety)*.
- Gold certificates, badges, and trophies awarded for consistent outstanding behaviour.
- Every member of staff has 20 house point tokens to allocate to children each week to reward good behaviour, including learning behaviour.

- Some pupils benefit from an individual behaviour plan with a reward chart for more regular rewards against specific targets.

Class Teachers are responsible for the behaviour management of their class and for supporting the good behaviour management of the wider school.

Getting the provision right is the first stage of supporting good behaviour.

When a child has made a poor behaviour choice, the child must always have a learning conversation with a familiar adult. The aim is to help the child make a better choice next time and to help adults understand how to support better choices next time. (*See Appendix 2*).

The Whole Class Behaviour Chart

Each class must display their whole class behaviour chart. These will serve as a visual reminder indicating which stage of the behaviour system they are on.

Green and Gold Cards

Each child's name will be on the chart and every child will start on a green card at the start of each session. When a child demonstrates exceptional behaviour, the green card is replaced with a gold card. These rewards are monitored by the Class Teacher and when a child gets fifteen, thirty, sixty and one hundred gold cards their achievement is acknowledged in assembly with specific rewards (certificate, gold star badge, trophy, engraved trophy).
There are consequences for inappropriate behaviour. After Class Teachers have implemented a range of behaviour strategies eg see Appendix 1 (for low level behaviour, one verbal warning should be given before a child's card is changed to yellow), the following warning system will be employed. These are displayed on the Whole Class Behaviour Chart and will serve as a visual reminder to the children.
All card changes are recorded on weekly tracking sheets that are displayed in classrooms. These are monitored by the Pastoral Care Team on a weekly basis.
The number of gold, red and purple cards received is included on the child's Record of Assessment.

Yellow Warning – these are introduced in Reception

The card on the behaviour chart is moved to Yellow.

This is a reminder to make good choices. It is expected that the child will improve their behaviour after being given a yellow warning. The Class Teacher will then move them back to green. If poor behaviour persists:

Red Warning

The card on the behaviour chart is moved to Red.

When a child receives a red warning, they are sent to the Reflection Table for 'Time to Think' for a fixed period of time – timing is age and stage appropriate. During this period, children will reflect on their behaviour choices. An appropriate reflection activity is provided eg written/drawn depending on the age and needs of the child.
Some behaviours may warrant a red warning without a yellow warning being given previously. If a child improves their behaviour after being given a red warning, the Class Teacher may move them back to green. If poor behaviour persists a purple warning will be given.

Purple Warning – for pupils in Year 1 to Year 6

The card on the behaviour chart is moved to Purple.

Behaviours which are of a serious nature may go straight to a purple warning.
When a child receives a purple warning, a purple warning form is completed and given to the Pastoral Care Team. A child should remain in class unless their behaviour is unsafe or disruptive to other children, in these cases, children should be sent to the Pastoral Care Manager. The sanction for a purple warning is a meeting with a member of the Senior/Leadership Team for a restorative conversation during lunchtime. This is tailored according to the needs of the child. Parents are informed of the sanction by email through Arbor communications. The Pastoral Care Team will issue purple card letters and may contact the parents to discuss the behaviour issues in greater detail.
If a child receives two purple cards within a week, they will have an internal suspension the following day.
Pupils in KS2 will have a full day of internal exclusion.
Pupils in KS1 will have a half day of internal exclusion.

Some significant behaviours may go straight to an internal suspension sanction. This sanction is decided by the Pastoral Care Team in conjunction with the appropriate members of the leadership team. Purple cards are monitored regularly by the pastoral team. Where there are patterns emerging which cause concern, a letter will be sent to parents/carers requesting they meet with the Pastoral Care Manager.

Any further sanctions that may be required, including the child being placed on a report card or behaviour plan, will be decided by the Pastoral Care Manager. Serious behaviours will result in intervention by the Head Teacher. If this occurs, parents will be notified and a meeting requested.

Internal Suspension, Suspension, and SEND

Internal Suspension

- **Key Stage 2:** Full day of internal exclusion.
- **Key Stage 1:** Half day of internal exclusion.

On the morning of the internal suspension, the child will be met by a member of the Pastoral Care Team and settled into a different class. The pupil works separately in another classroom with

work provided by their class teacher. They receive separate, supervised break times and half of their lunchtime is used for reflection with the Pastoral Care Team or Senior Leaders.
This sanction may be tailored according to the individual needs of the child.

Attendance at extended day provision will be assessed by the Pastoral Care Team.

External Suspension

Serious behaviour incidents may require periods of external suspension. These align with Local Authority protocols and DfE statutory guidance. Next steps may include a Team Around the Child (TAC) meeting, referral to behaviour outreach, or implementation of a reduced timetable.

Children with Special Educational Needs and Disabilities (SEND)

All children are expected to follow the school behaviour policy, but personalised support and reasonable adjustments are provided. Individual Behaviour Plans and Risk Assessments are co-produced with staff, parents, and external professionals to ensure appropriate, consistent, and safe strategies. Restrictive physical interventions for pupils with SEND are strictly limited to pre-assessed safety measures and emergency situations.

Early Years Foundation Stage (EYFS) & Under 3's Provision

EYFS (Reception & Nursery)

In EYFS, the Good to be Green system (Green, Red, Gold; Yellow added in Reception) is used alongside rules rooted in the Habits of Mind:

- Stop and think
- We are kind and gentle
- We listen carefully and work together
- We think flexibly
- We share and take turns

Physical behaviours (biting, hitting, kicking) lead to an immediate Red card. Adults support the child to calm down, engage in reflection, and reset the card to Green. Incidents are recorded in the class incident book and discussed with parents.

Under 3’s Provision

- **Responsible Leaders:** Julie Moser (U3 Phase Lead) and Lisa Horton (Head of Centre).

Approach: Continuous positive modelling and celebration of prosocial behaviours ("good sharing", "taking turns"). Parents are involved in discussions to support their child in making positive choices.

Appendix 1 'Wave 1 Behaviour Strategies'

Hargrave Park School

Wave 1 Strategies to support behaviour

Building relationships - what do the children in your class like and enjoy at school? Play alongside the children in the provision to learn about them. This will help you to identify the 'next' in now and next

Focus – focus your energy on the majority of children who are following your instructions, 'Wow, I can see that L is lined up ready'. Use tokens as often as you like to positively reinforce these behaviours.

Pairs – focus on the child who is more likely to comply first. Address the child who is most likely to comply first, then address the next likely candidate. Leaving the most reluctant to last. Address that they've still not complied if necessary. Praise instructions being followed.

Connect – walk over to a child to address them, crouch down to their level to speak to them, using their name to address them and cue them in.

This or that – you choose the objective and give two options to achieve it e.g. we need to sit down, would you like to sit on a chair or on the carpet?

Visuals on lanyard - all EYFS and KS1 staff to wear widget visuals on lanyards. These can then be used to support children to follow instructions and also positively reinforce once being demonstrated e.g. 'Well done, good listening.'

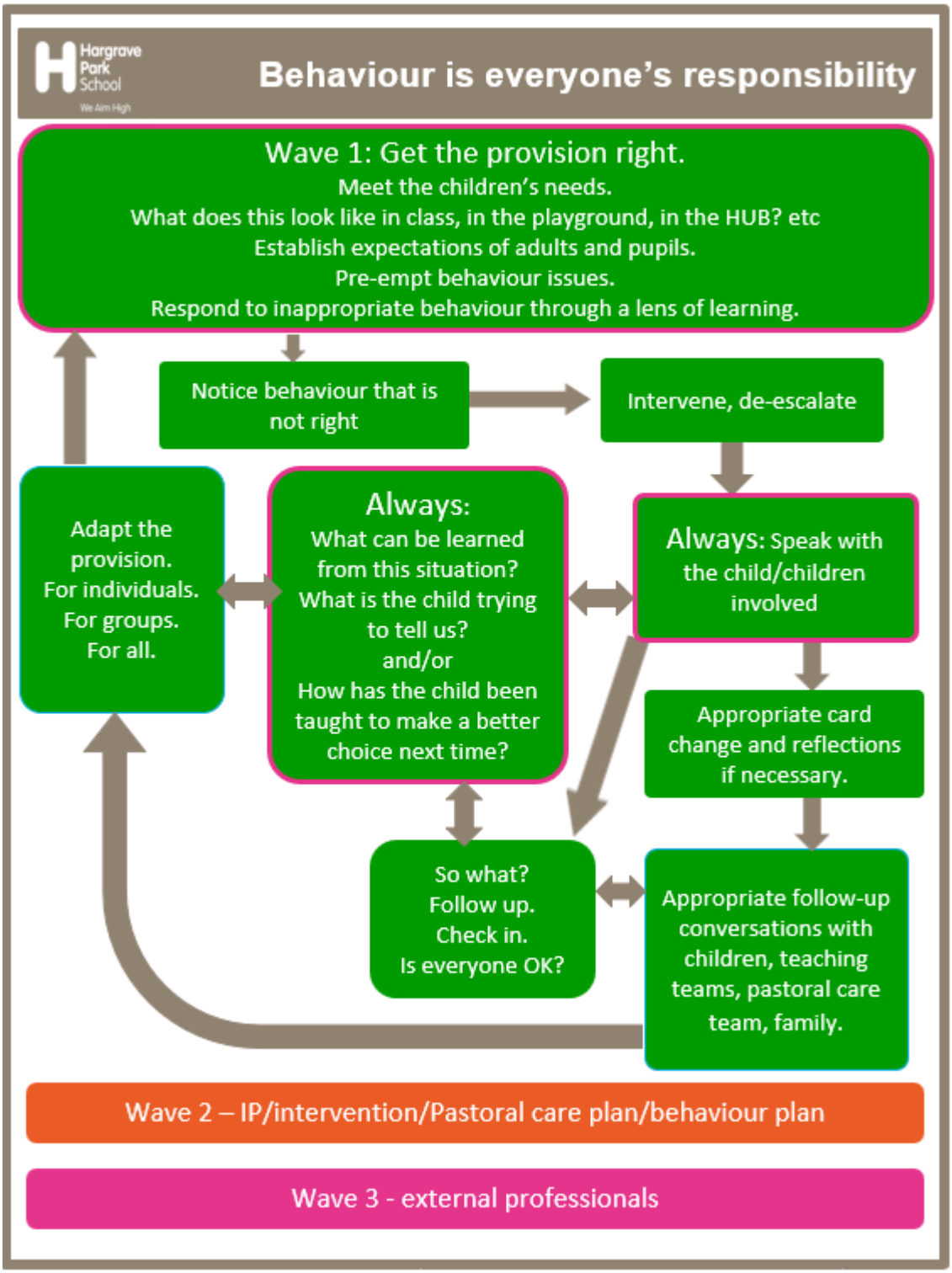
Makaton signs x 5 - all EYFS and KS1 staff to model agreed Makaton signs: stop, finished, sad, sit down, good listening,

Now and Next – specific children to be supported in their understanding of routines using a Now and Next board. Sand timers to be used alongside child to physically show how much time is left until next activity.

Calm Corner – continue to embed classroom Calm Corner. Offer this to children when needing support to regulate. Further develop this by introducing a communication card placed in the classroom for children to communicate when they need to access the Calm Corner.

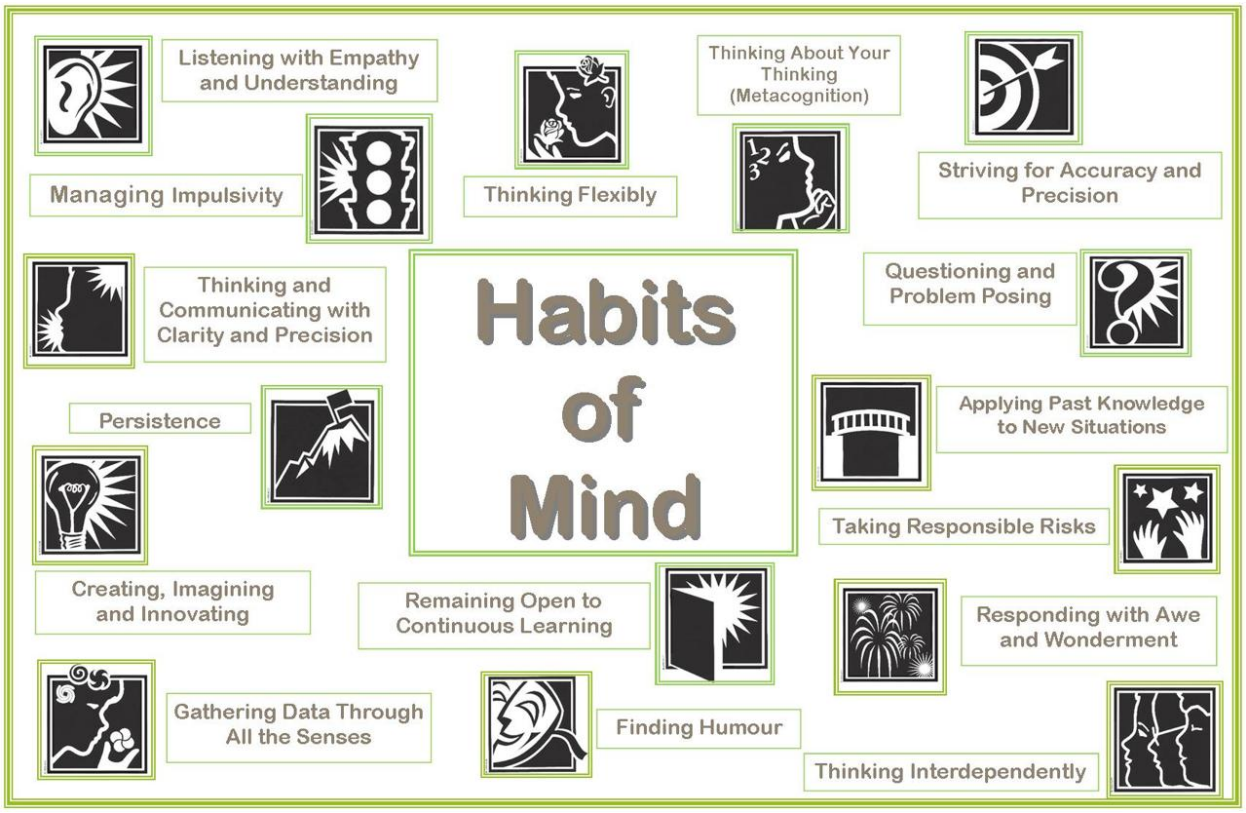
Appendix 2

Behaviour flow chart



Appendix 3

Habits of Mind



Appendix 4

DfE Statutory Guidance: Restrictive interventions and use of reasonable force (April 2026)

Core Principles

- **Prevention & De-escalation First:** Physical intervention is never the primary response. Staff prioritize de-escalation, emotional regulation, environment modification, and positive reinforcement.
- **Last Resort:** Restrictive interventions and reasonable force will only be used when strictly necessary, using the minimum force required for the shortest possible duration.
- **Proportionate & Necessary:** Any intervention must be reasonable, proportionate to the risk, and executed with full regard to the safety, dignity, and personal circumstances of the pupil (including SEND and medical conditions).

2. Lawful Authority to Use Reasonable Force

All members of school staff have a legal power to use reasonable force. Reasonable force (control or restraint) may only be used to prevent or stop a pupil from:

1. Causing injury to themselves or others.
2. Committing a criminal offence.
3. Causing serious damage to property.
4. Engaging in behaviour that seriously prejudices good order and discipline in the school.

3. Unacceptable Practices

The school strictly prohibits the following practices:

- **Force as Punishment:** Force must **never** be used as a form of punishment or to enforce compliance.
- **Airway or Restricted Breathing:** Staff must never restrain a pupil in a way that restricts airways, breathing, or circulation (e.g., pressure on the neck, chest, nose, mouth, or abdomen).
- **Floor Restraints:** Prone (face-down) restraints or intentionally forcing a child to the ground are prohibited.
- **Unsupervised Seclusion:** Seclusion (isolating a pupil in a space they are physically prevented from leaving) must strictly comply with statutory oversight, safety requirements, and continuous adult supervision.

4. Acceptable Physical Contact (Non-Restrictive Contact)

Hargrave Park School **does not** have a "no contact" policy. Appropriate physical contact that supports well-being or learning does not constitute reasonable force. Examples include:

- Comforting or reassuring a distressed child.
- Guiding a young pupil or child with SEND by the hand or arm safely through the school.
- Administering first aid or assisting with medical, care, or self-regulation needs.
- Demonstrating a skill in PE, drama, or practical activities.

5. Statutory Recording, Reporting, and Post-Incident Care

Following any significant incident involving reasonable force, physical restraint, or seclusion:

- **Medical Assessment & Support:** The pupil and staff involved will be checked immediately for physical injuries and provided with emotional and medical support.
- **Statutory Incident Record:** The incident must be documented fully on the same day. Records must detail the names of involved parties, date/time/location, immediate risks, de-escalation tactics attempted, degree and duration of force used, and any injuries or medical treatment.
- **Reporting to Parents:** Parents/carers must be notified of any significant use of force or seclusion **as soon as reasonably practicable** (ideally on the same day).
- **Leadership & Governing Board Review:** Incident data is regularly reviewed by Senior Leadership and Governors to identify trends, review individual behaviour plans, and reduce future risks.

November 2026