



Together we succeed

Behaviour Policy and Guidelines

(must be read in conjunction with Restrictive Physical Intervention and Anti-Bullying Policies)

POLICY STATEMENT

'Forgive us our sins, as we forgive those who sin against us'.

The rationale for this policy is based on the Christian values of love, compassion, endurance, friendship, fellowship and forgiveness. It provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults. We aim to provide an environment where our behaviour curriculum defines expected behaviours in school and it is centred on what successful behaviour looks like and defines it clearly for everyone. We are committed to enabling every student to successfully access their education and thrive at Hutton Henry CE Primary.



AIMS

We strive to:

- Nurture the personal development of the whole child to enable them to take responsibility for their own behaviour by promoting self-discipline and proper regard for authority.

- Foster an environment where outstanding behaviour is expected, held in high esteem, and consistently rewarded and promoted at all times by all members of staff.
- Develop a respectful, forgiving and nurturing environment where children will feel secure and develop the skills that will enable them to make the right choices.
- Foster an ethos where respect for others is expected and which aims to prevent all forms of bullying among pupils.
- Ensure children have high esteem
- Create an environment where outstanding behaviour for learning allows children to work and participate to their full potential.
- Develop strong relationships to support effective links and co-operation between home and school which are essential to success.
- Achieve an environment that will encourage children to fulfil our Christian values in their own behaviour.

Achieving consistency is the key to success of this behaviour policy. The Behaviour Policy of the school depends upon all staff endeavouring to achieve these aims by understanding and being able to implement its procedures.

RESPONSIBILITIES

Hutton Henry CE Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual.
- To set high standards of behaviour.
- To inform parents of their child's educational progress and their attitude to learning.
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds and actively teach them.
- To follow the Hutton Henry CE Primary School policy and use rules, sanctions and reward systems clearly and consistently.
- To be a good role model.
- To be vigilant during ICT lessons to ensure appropriate, effective and safe pupil use. (Refer also the E-Safety Policy)

Responsibilities of the Headteacher

- to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- keep records of all reported serious incidents of misbehaviour.
- All suspensions and use of alternative provision

Responsibilities of the Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The responsibility of Parents

The role of parents is crucial in supporting schools develop and maintain outstanding behaviour. Parents should:

- Know and understand our values
- Support their child in following the rules
- Support the school in implementing the school rules
- Discuss any concerns with teachers and staff
- Remain respectful to staff and other children at all times

The responsibility of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Each pupil should:

- Know and understand our values
- Follow the school rules
- Accept the consequences of their actions
- Contribute to our positive school culture

PUPIL SUPPORT AND TRANSITIONS

Behaviour in and out of the classroom is guided by our mission statement and Christian Values which are on display in each classroom.

Prevention of behavioural problems is of paramount importance. Attention will be given to .

- Effective classroom organisation and management
- Ensuring pupils are engaged, motivated and challenged through an appropriate curriculum
- Establishment of effective relationships
- Teaching of co-operative strategies
- Children taking ownership of routines
- Acknowledging good behaviour
- Development of self-esteem
- Emotional intelligence; teaching the language of feelings through Zones of Regulation and PSHE.

Teachers will spend time teaching children the rules and routines they need to follow. They will review the school rules and consequences on a needs basis but at least at the start of every half term.

Every opportunity is to be taken to reinforce the positive behaviour policy through the use of PSHE / RSE resources, planning, teaching, visits, and trips.

All staff should take responsibility for the promotion of good behaviour, and dealing with misbehaviour. Staff are not solely responsible for behaviour in their own class but collectively ensure behaviour is well supported throughout the day in all environments. Consistency and clarity from everyone is needed to implement this policy effectively

Other support services available for pupils and parents are the parent support advisor, school councillor and the "Piece of Mind Team".

REWARDS AND CONSEQUENCES

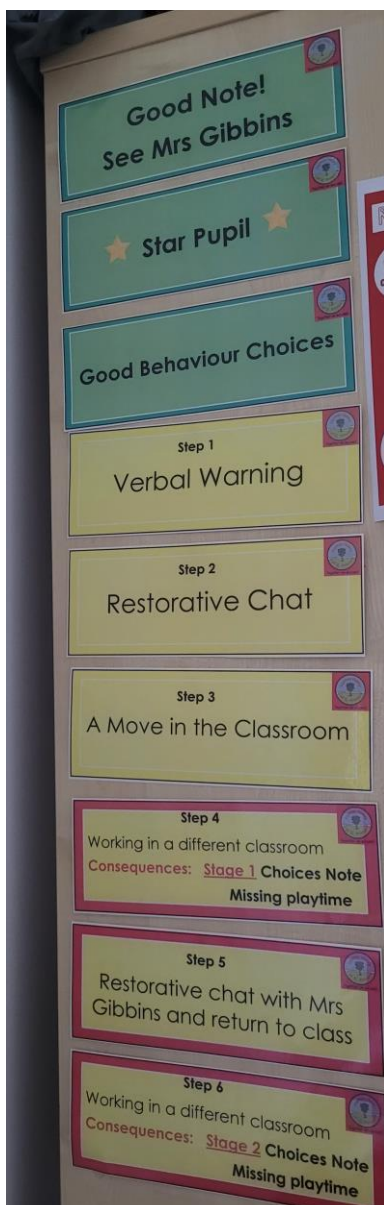
We have in place a reward system which is designed to appeal to all age groups. Such rewards include:

- a smile

- verbal praise
- a thank you
- special stickers
- house point system - dojo points, class reward points
- comments, stickers and stamps in books
- a clap
- asking children to nominate who to reward (school hero award at annual awards ceremony)
- certificates at celebration assembly
- messages home
- special visits to the HT or other adults
- daily star pupil
- star pupil of the week
- Good Note home
- Achievement Awards

Classroom Behaviour Steps

We prevent inappropriate behaviour by consistently applying the rewards and consequences steps which are visually on display in each classroom.



Rewards

Positive behaviour, which is in line with school expectations, is rewarded in class with class based rewards. These will include verbal praise, stickers, house points etc. These rewards will be plentiful. Exceptional behaviour is rewarded by recognition from Mrs Gibbins and Good Note being sent home.

Consequences

Step 1

Verbal warning

A warning will be issued by staff in school due to negative behaviour choices which are not in line with school expectation.

Step 2

Restorative chat – in class

A chat will take place (in the moment or at the most convenient opportunity) to look into reasons for ongoing negative behaviours and explain the impact these are having in class.

Step 3

A move in the classroom

A child will be asked to work in a different part of the classroom as a result of persistent negative behaviours which are impacting on the learning experience of others.

Step 4

Working in a different classroom for a short, defined time

STAGE ONE CHOICES NOTE

Missing Playtime

A child will be asked to work in another classroom/ area of school as a result of negative behaviour choices consistently impacting on the learning environments of others. The time will be defined at the outset. At this stage it is important that families are made aware of the persistent behaviour challenges presented that day via a choices note sent home by the class teacher. This will need to be returned, signed, the following day which is acknowledgment that families are aware of the challenges and have received the information sent home by the class teacher .

Step 5

Restorative Chat with Mrs Gibbins and return to class

A restorative conversation will take place between the child

and Mrs Gibbins to seek reasons for negative and disruptive behaviours and to provide a balancing perspective on the impact the behaviours have had in class. The child will return to class after this discussion.

Step 6

Working in a different classroom/ area of school for a more extended period eg a lesson, a morning, a full day.

STAGE 2 CHOICES NOTE

Missing Playtimes

A child will work away from peers for a more extended period of time. A choices note will be issued by Mrs Gibbins which should be signed by parents / guardians and returned the following day. This ensures families understand the challenges and the impact they have had for the child and for their peers. Playtimes will not take place with peers.

In some instance the stages above may be missed out. In these cases children will reach later stages more quickly as a response to a dangerous incident or a serious breach of rules. In such cases, parents may be contacted directly.

If challenging behaviours form a pattern, we will consider a more individual behaviour plan (Behaviour Reward

Chart Appendix F) that will provide additional support . It will provide more feedback to parents about the behaviours in the school day. Parents will be invited to school to discuss this stage if it is reached. The step a child reaches does not become “fixed” they can move towards more positive consequences at any time as the result of more positive behaviour.

See also – Route B Behaviour Support Plan

Playtime Behaviour Steps



Rewards

Positive behaviour, which is in line with playtime expectations, is rewarded with verbal praise and playtime behaviour certificates.

Consequences

Step 1

Verbal warning

A warning will be issued by playtime staff for negative behaviours which do not meet school expectation.

Step 2

Walk with an adult

If challenging behaviours persist a child will be asked to stay close to a staff member and walk around the playground together. This can facilitate a restorative chat and provide some time away from peers to reflect and calm.

Step 3

Thinking table

If negative behaviours persist a child will be asked to take 5 minutes at the time out table . This will help calm a situation and provide time to reflect.

Step 4

See Mrs Gibbins for a restorative conversation

A child will see Mrs Gibbins for a restorative conversation if challenging behaviours persist. This will seek to find reasons for behaviour choices and provide a balancing view on the impact the behaviours have on others.

Step 5

See Mrs Gibbins – choices note sent home

A choices note (in appendices) is issued due to the persistence of the challenging behaviours. This stage can be reached immediately if a major incident takes place involving physical harm or bad language. In such cases parents may be contacted directly.

VALUING RESOLUTION

In line with our Christian values, we encourage children to show compassion, forgiveness and love through a restorative justice approach. We will endeavour to use the following questions to facilitate positive discussions which help children understand and resolve disagreement or conflict

What happened?

what were you thinking?

what were you feeling?

who was affected?

how were they affected?

what needs to happen now?

COMMUNICATING WITH PARENTS

Communicating with parents about behaviour is an essential part of our restorative approach to behaviour. Parents will be seen as positive partners in the steps laid out above. While the use of choices notes by school staff is clearly laid out in this policy, further discussion is always welcomed although it should be noted that school staff are unable to comment on other children, name other children involved in an incident or provide details of reward/ consequence to other children. While this will sometimes feel frustrating, confidentiality for all children/ families is important to everyone involved.

Families wishing to discuss a behaviour incident or concerns should contact the class teacher in the first instance. This allows the class teacher to be as informed as possible about the situation, monitor it very closely throughout the day and implement appropriate measures within the classroom and at playtimes. If families continue to have concerns it would be appropriate to revisit the situation with the class teacher or consider discussing the concerns with senior leaders.

Senior leaders will always be keen to intervene in the interests of resolving a behaviour issue / concern. In the first instance, if an issue has not yet been raised with the class teacher it is likely that senior leaders will facilitate a discussion between class teacher and parent/ guardian before intervening themselves.

EQUAL OPPORTUNITIES AND SPECIAL EDUCATIONAL NEEDS

Sometimes behavioural challenges in school are an indicator that a child has a diagnosed or undiagnosed special educational need or they might be symptomatic of a social, emotional, mental health issue. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, where appropriate. Some pupils may require specific behaviour strategies and input, or an additional behaviour support plan which will be shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration. (Please also refer to SEND and Inclusion Policy.) A route B support plan will be developed for these children and a team of staff identified who will support the child in school and liaise with parents.

The purpose of a route B support plan is

- To take a preventative approach to pupils with more challenging behaviour
- To be consistent with our Route B provision across the school
- To enable children with challenging behaviour to be successful in school
- To support children moving back onto the whole school behaviour policy

See appendix A – Route B format

PHYSICAL RESTRAINT

There may be times when behaviour requires staff physical support to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by us to manage challenging and aggressive behaviour. Some of our teaching and non-teaching staff have been trained in the use of this approach (Mrs S Gibbins, Miss Bootman, Mrs O Reilly and Miss N Pace). The basic philosophy of the approach is as follows: 95% or more of all incidents should be managed without recourse to physical intervention. It is a flexible framework of responses stressing a holistic approach. De-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc.). Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned. All incidents of positive handling are reported, recorded, monitored and evaluated. Parents and the LA will be informed of any that involve a child being held with more restrictive holds.

ALTERNATIVE PROVISION

As a last resort, in instances of persistent behaviours or a serious breaking of school rules occur despite the support offered, the head teacher will discuss with parents / guardians the suitability of a placement within alternative provision. This decision will be based on the investigation of the incident by school staff or, alternatively, based on persistent behaviours over a period of time which there will have been ongoing dialogue with parents about. This will include a day/ number of days of education off site at a setting of Alternative Provision.

SUSPENSION/EXCLUSION

The Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. At all stages of the exclusion/suspension process, families will be informed. Local authority guidance will be followed at all stages of the process. In instances where fixed term exclusion is used, a re integration meeting will always take place on return to school with a focus on behaviour support that will be put in place on return. This behaviour support will include the use of a Behaviour Reward Chart. Discussion will take place, within the re integration meeting, about targets and possible adaptations to timetable/ school routines.

Appendix A

Route B plan

Route B - Term: _____



Team <u>NAME OF CHILD</u>	Reason for Route B

Typical Behaviour Policy		Route B Personalised Policy	
Reminder Given		Adaptation of Reminder Given	Points to note
1. Verbal warning			
2. Restorative chat			
1. A move in the classroom			
2. Working in a different classroom and missing their next playtime			
3. Restorative chat with Mrs Gibbons and return to class			
4. Working in Mrs Gibbins' room and missing their next playtime (if necessary)			

Notes:

Initial meeting with family – when? who will attend? When will it be reviewed?
 Adaptations to morning routine – arrival? Morning lessons? Break time? Lunchtime?
 Adaptations to afternoon routine afternoon lessons? End of day?
 Planned check ins – who? When?
 Feedback to parents – frequency? Who? Method?



IN SCHOOL WE -

- are respectful to others
- are respectful with equipment
- are kind to others
- make safe choices
- are helpful



AT PLAYTIMES WE -

- are respectful to others**
- are respectful with equipment**
- are kind to others**
- make safe choices**
- are helpful**

Appendix C – playtime rules

Appendix D – choices note stage 1

Choices Note – Stage 1	
Child's Name: _____ Date _____	
Today I have not made the best choices for my behaviour.	
Reminder Given	
1. Verbal warning	.
2. Restorative chat	.
3. A move in the classroom	.
4. Working in a different classroom and missing their next playtime	.
I have reached Stage 4 of the behaviour policy; therefore, I now have a <u>choices</u> note.	
The main reason(s) for my behaviour being unacceptable is: _____	

Signed	Date
Teacher: _____	_____
Parent/Carer: _____	_____
<u>This choices</u> note must be returned to school tomorrow (or acknowledged via email). Unfortunately, if the note isn't returned your child will lose another playtime.	



Appendix E – choices note stage 2

Choices Note – Stage 2

Child's Name: _____ Date _____

Today I have not made the best choices for my behaviour.



Reminder Given	
1. Verbal warning	Yellow
2. Restorative chat	Yellow
3. A move in the classroom	Yellow
4. Working in a different classroom and missing their next playtime	Red
5. Restorative chat with Mrs Gibbins and returned to class	Red
6. Working in Mrs Gibbins' room and missing their next playtime (if necessary)	Red

I have reached Stage 6 of the behaviour policy; therefore, I now have a Stage 2 choices note.

The main reason(s) for my behaviour being unacceptable is: _____

Signed

Date

Head Teacher: _____

Parent/Carer: _____

This choices note must be returned to school tomorrow (or acknowledged via email). Unfortunately, if the note isn't returned your child will lose another playtime.

Choices notes are used to keep you informed about challenging behaviours in school. Our aim is to work hand in hand with families to support children to make kinder choices in the school setting.

Outdoor Choices Note – Mrs Gibbins

Child's Name: _____ Date _____

Today I have not made the best choices for my behaviour during lunch time.



Reminder Given	
1. Verbal warning	Yellow
2. Timeout table	Yellow
3. Walk with an adult	Yellow
4. Restorative chat with Mrs Gibbins and returned to play	Red
5. Choices note as a result of the progressive stages, hurting others or swearing = loss of lunchtime	Red

I have reached Stage 5 of the outdoor behaviour policy; therefore, I now have a choices note.

The main reason(s) for my behaviour being unacceptable is: _____

Signed

Date

Head Teacher: _____

Parent/Carer: _____

This choices note must be returned to school tomorrow (or acknowledged via email). Unfortunately, if the note isn't returned your child will lose another playtime.

Choices notes are used to keep you informed about challenging behaviours in school. Our aim is to work hand in hand with families to support children to make kinder choices in the school setting.

Choices Note – Infant Class

Child's Name: _____ Date _____

Today it has sometimes been challenging for me to follow our school rules.

I have had lots of reminders and still found it very difficult . I have brought home this note so that I can talk to you about the school rules that I found difficult.

Today ,

Tomorrow school staff will help me to

Signed **Date**

Teacher: _____

Parent/Carer: _____


This choices note must be returned to school tomorrow (or acknowledged via email).

Choices notes are used to keep you informed about challenging behaviours in school. Our aim is to work hand in hand with families to support children to make kinder choices in the school setting.

Appendix F – Behaviour Reward chart for children who require additional monitoring due to persistent behaviour challenges in school.

Behaviour Reward Chart

Child's Name: _____
Week Commencing: _____



I need to find positives in my behaviour throughout the school day, for ____ weeks.

My teacher will note in 'green' when I display positive behaviour choices. If my choices are green all day, I will earn my reward of _____

However, a yellow or red session will result in a loss of the reward that day.

A full week of green will result in my ultimate reward of _____

Time of day	M	T	W	T	F	Comment?
1. Entry into School
2. Session 1
3. Playtime
4. Session 2
5. Lunch
6. Playtime
7. Session 3
8. Session 4
Daily Reward

This chart will be shared with a parent/carer on _____ (day) at _____ (time) via _____ (how)

Signed

Teacher: _____

Parent/Carer: _____

Date
