



Behaviour Statement of Procedures

Key Document Details

School Name: Haydon Wick Primary School

Version no: 5

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Approved by: Principal

Ratified date: October 2019

Interim review date: n/a

Next review date: October 2020

Overview

Haydon Wick Primary School is committed to creating an environment that supports the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure and ready to learn. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our school values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support learners and staff.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temperament, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Code of Conduct

- All children and adults are expected to support the school values.
- Children are expected to be polite and have good manners.
- Children are encouraged to be proud to belong to Haydon Wick School and always be ready to learn with the correct equipment and uniform.
- Children should always walk around the school sensibly, keeping to the left and be mindful of others.
- Physical violence is not acceptable, neither is retaliation.
- Inappropriate language must not be used.
- Children are expected to be punctual.

School Rules

Rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three rules through which the code of conduct can be promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. What is really important is brought into sharp focus and children can strive to demonstrate the behaviours that are most important to improving their learning.

Be

- Safe
- Kind
- Respectful

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented.

All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and in particular to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

All Staff will

1. Model the behaviour we expect to see.
2. Use a consistent approach in recognising and celebrating appropriate behaviour referring to "Be Safe, Be Kind, Be Respectful" rules.
3. Remain calm in approaching all undesired behaviours and never ignoring or walking past children that are behaving inappropriately.

Rules

Be Safe
Be kind
Be Respectful

Senior Leaders will:

1. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
2. Support staff in managing learners with more complex and entrenched behaviours by monitoring data and having a visible presence around school.
3. Ensure staff training needs are identified and targeted.

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Class expectations

- An adult to collect their class from the playground at the end of playtimes and lunchtimes and walk in with them, ensuring that class have lined up silently and are doing fantastic walking in to the building.
- All lessons should begin promptly therefore engaging children from the start.
- High expectations of work and behaviour.
- Stimulating environment with motivating displays of child work and working walls. Ensure all children can access resources easily and that all can see the IWB from their seat.
- Ensure school rules (exemplified), rewards and sanctions are visible to all.
- Praise consistently (5:1 ratio minimum) – 'Catch them being good'. Use agreed reward systems.
- Make opportunities to build positive relationships in unstructured time
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the effective use of any additional adults to support children who need extra help to meet the lesson objectives.

- Never make empty threats. Ensure you always follow through on what you have said. Certainty not severity.
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few, for example keeping the whole class in for 10 minutes of lunch because they can't sit quietly
- Reflect! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.
- Ensure the classroom is tidy, encouraging responsibility from the children.
- Orderly routines embedded into school transitions at assembly time, playtime and lunchtime.

Around the school

- Notice and respond to good behaviour exhibited by children from across the school, but challenge where necessary.
- Duties, be on time, in correct place. Take opportunities to build relationships with children. Play games and join in with them in the playground.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating and eye-catching displays.

Understanding the School Rules

Each teacher will lead a discussion about the rules with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice.

The table below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. The discussion should start with the question 'What do we want being safe / kind / Respectful to look like in our classroom and the playground?'

Safe	<ul style="list-style-type: none"> • Keep hands and feet to ourselves • Walk when inside school – hands to your side and on the left. • Use lesson resources / playground equipment for what they are supposed to be used for. • Keep four chair legs on the floor at all times • Know and follow the fire procedures • No play fighting
Kind	<ul style="list-style-type: none"> • Be kind to all • Treat other people kindly • Care for school property and the property of others • Be honest • Follow instructions, the first time we are asked • Wait our turn to speak • Help someone who needs help or support • Show good manners. Use please and thank-you • Hold doors open for others • Let an adult know when you see a pupil going 'above and beyond'

Respectful	<ul style="list-style-type: none"> • Wear correct uniform • Come into the classroom promptly in the mornings and after playtime / lunchtime • Demonstrate good listening, e.g. eyes on teacher. • Get involved in class / group discussions • Face new challenges • Be resilient • Understand that not everybody has the same views • Work hard in class to meet your potential in learning. • Keeping the school rules
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Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for being kind or safe and for all aspects of good work and behaviour.

All staff give **verbal or written praise as often as possible.**

Values Owls- Teachers recognise when they see a child going 'above or beyond' or for showing excellent values and kindness. They will get to take the values Owl home at the weekend to share the achievement with their family.

Praise Notes/Postcards - Each member of staff writes a positive note to children to praise their efforts / behaviour / acts of kindness. These will then be posted home or taken home.

Marbles in a jar/Warm and fuzzies – all classes have this as a class reward system, awarded for group or whole class efforts. When the jar is full, the class receive a reward/privilege that is agreed by the class.

Over and Above certificates - celebrating achievements are awarded throughout the year at each week's celebration assembly. Anything that reflects our values, our school aims, our rules or growth mind set learning behaviours.

In assemblies, children who demonstrated our values are invited to hot chocolate Friday with Mrs Gale and Mrs Palmer

Values Afternoon Tea - Children who consistently show our school values (but are too easily forgotten) may be invited to attend Afternoon tea with Mrs Gale. Class teachers nominate children they feel should be invited to Have afternoon tea with Mrs Gale in her office, chatting and having a Tea and cake.

Restorative approaches

Wherever possible, Haydon Wick Primary School will seek to repair relationships using restorative approaches. Restorative Approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy. (Belinda Hopkins – Transforming Conflict)

Sanctions ladder

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations "are you safe, kind, respectful" delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. A time out can be used in the playground for reflection time.
5) Internal referral	At this point the learner will be referred internally to another room for the remainder or agreed time of the lesson. All internal referrals must be recorded on CPOMS. If referral is needed at playtime then this will need to be referred to the class teacher and logged on CPOMS by the member of staff dealing with incident.
6) Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7) Meeting involving parents	Continued breach of behaviour results in a meeting with the teacher, learner and senior leader, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Sanctions Ladder i.e. the child leaves the classroom.
- A verbal warning by the Principal or Assistant Principal as to future conduct
- Withdrawal from the classroom for the rest of the day
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. WHF / Swindon Borough guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to the Principal being involved.

All actions must be logged on CPOMS and any meetings with parents will require a notes to be taken.

Internal Exclusion

If a child persistently makes poor behaviour choices, and continues to choose the following behaviours, the child may, at the discretion of the Principal/ Principal, either be given an Internal Exclusion or a Fixed Term Exclusion:

- Serious and persistent disruption to other children' learning, including rudeness, disobedience and refusal to abide by the School's Code of Conduct
- Physical violence to children, parents, staff or adults
- Swearing at any child, parent, staff or adult in the School
- Threats of physical violence to children, parents, staff or adults, or in some other way risking the safety of children, parents, staff or adults
- Serious or persistent bullying or racial/sexual intimidation
- Serious damage to School's property
- Leaving the School premises during the course of the school day

If the behaviour continues or the child chooses not to follow the School rules during the Internal Exclusion, a Fixed Term Exclusion will be given.

Playtime or Lunchtime Exclusion

If, as a result of a restorative conversation, it is decided that a child should miss their playtime, the child will sit with a selected adult.

Children who miss playtimes are expected to have a reflective discussion about the reason why they have had to miss their playtime.

Children “Beyond”

A few children may be beyond normal incentives and sanctions and lunchtime policies. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of being good so they do not even try. The usual systems for incentives and sanctions will not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success. This will be set in discussion with the SENCO

Individual contracting and de-escalation plans with the support of the SENCO

The system for monitoring the target behaviour will be agreed with adults and child. The normal sanctions will still apply for other unacceptable behaviour. The rewards given for achieving these targets will be kept separate from other sanctions when unacceptable behaviour occurs. This will ensure that the child's success in achieving the target is not undermined by other behaviours. In this way their self-image can be steadily enhanced. When any child reaches this stage the incidents will be logged by the school in case the child needs to be referred to outside agencies.

Physical support and Intervention (Team teach)

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff that are trained in Team Teach techniques to support this. However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort.

All incidents involving the use of force will be recorded by staff involved as soon as possible after the incident and copies will be given to the Principal. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

Review

The governing body reviews this policy every three years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

In summary, after attending Haydon Wick School we would like our children to be literate and numerate, having a degree of independence and an awareness of others and a sense of their own worth, to be capable of learning, to have a desire to learn and to be able to develop their capacity for learning.

The school believes that good relationships must exist with mutual respect between teachers and pupils, teachers and teachers, pupils and pupils, and teachers and parents. In creating the positive ethos of the school, teachers must have high expectations of pupils' behaviour and their work.

Both children and teachers have rights and responsibilities which must be achieved. They are listed below:

Children's Rights	Children's Responsibilities
Right to feel safe	To listen to teacher and do the tasks set by him/her
Right to learn	To respect others
Right to be treated with respect	To behave themselves and follow the school rules

Teacher's Rights	Teacher's Responsibilities
Right to teach	To respect all children and develop their self-esteem
Right to support from other staff, Governors, Parents and other agencies	To provide a suitable, differentiated and stimulating curriculum for children
Right to adequate teaching resources and good working conditions	To make explicit his/her expectations as to acceptable and unacceptable behaviour for children
Right to be treated with respect (some children may find treating teachers with respect difficult)	To provide a pleasant and well organised classroom

Reviewed

October 2019

This policy should be read in conjunction with the following policies:- Anti-Bullying, Safeguarding (including allegations against staff), Teaching & Learning, SEND, Equality, Complaints and Health & Safety.