



BEHAVIOUR POLICY

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1. PRINCIPLES

Watton at Stone Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At Watton at Stone we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use **consistent** language to promote positive behaviour and
- Use restorative approaches.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Focus on building positive relationships with all children in the class.
- Be at the door of their rooms at the start of each session and at the end of the day.
- Always pick up on children who are failing to meet expectations

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school including before school and at lunchtimes.
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions

- Support teachers in managing children with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

2. BEHAVIOUR FOR LEARNING

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce behaviour

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be polite, friendly, helpful and honest 2. Respect the school environment, others and their property 3. Walk quietly in and around the school 4. Listen carefully when others are talking and not interrupt 5. Do what we are asked first time 6. Take pride in ourselves and our work 7. Do our best at all times 8. Keep ourselves and those around us safe 9. We never bully or watch someone else being bullied	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Saying hello and goodbye to the children at the door everyday 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home 7. SLT praise 8. Class Rewards 9. Show work to other adults 10. Well done book/ HT award 11. Recommendation to HT

3. CONSEQUENCES:

Consequences *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Watton at Stone Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged in the class file at the staff member's discretion.

Good To Be Green

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point. Children who have excelled with their behaviour and attitude to learning throughout the day will be recognised as being 'Great to be Gold'. They will receive 2 house points at the end of the day and a certificate. The 10 pupils across the school who achieve the most Gold awards during the half term will be invited to the Gold club at the end of the half term for a special reward. If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect and review their behaviour. If a child is already on a Yellow Warning Card, and they have to be told again of inappropriate behaviour, then their yellow card will be changed to a red card.

A yellow card would equate to 5 minutes off playtime. Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be removed and the Red Consequence Card will be displayed. Persistently poor behaviour (see table below) would equate to a **red card which would have a consequence of loss of lunchtime** where they would need to reflect on their behaviour with a member of the senior leadership team. A text will also be sent home to parents/carers informing you of the red card your child has received. You will be able to talk to your child's teacher at the end of the day to find out the circumstances that led to this being awarded. It is also possible for a child to be given a red card immediately without receiving a 'Stop and Think' card or a yellow card. A red card would be awarded immediately for physical violence, disrespect to staff, swearing, racist/homophobic comments, fighting etc. (see table below for further behaviours). Further examples of challenging behaviour could result in an internal or external exclusion. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified and invited in for a meeting with the class teacher and Headteacher.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity'.

Low level behaviours (those requiring a Stop and Think card)	Range of Possible Sanctions
Shrugging shoulders Moaning/complaining Making silly noises Huffing/puffing/tutting Eye rolling Talking over other people Messing in the cloakroom/toilets Wandering around the classroom/off task Throwing a piece of equipment across the table to someone Running indoors Stamping feet Play fighting at break time/getting too boisterous Snatching/not sharing with others Putting heads down/no eye contact (not listening)	Informal gesture: eye contact, frown, gesture. Moving the child to a different seat. A private reminder about the behaviour we wish to see- inviting them to make the right choice.
Yellow card	Range of Possible Sanctions
Inappropriate language used when talking with peers Giving cheek/back chatting General disobedience after a first warning Ignoring instructions given Making rude gestures/signals Being unkind to others (name calling) Going out of the classroom without permission from an adult Continual chatting during lesson time	Sent to team leader Loss of 5 minutes playtime/lunchtime to catch up on work missed or write a letter of apology (if required)
Red card	Range of Possible Sanctions
DISRESPECT TO ANY ADULT Fighting Stealing (major)	Headteacher called to class/child taken to Headteacher. Parents/carers informed by text.

Insolence and defiance Deliberate and continual disruption Deliberate vandalism Bullying Threatening adults Running away from adults Arguing with adults Inappropriate language used to offend/hurt others Throwing things in anger which could cause harm Deliberately hurting/injuring another child or member of staff Leaving school without permission	Parents/carers can talk to teacher at the end of the day. Children write a letter to parents informing them of the inappropriate behaviour that they have been engaged in. Meeting with parents/and HT with follow up letter home. Lunchtime exclusion to reflect on their behaviour.
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Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety in their environment in order to reduce the opportunity of them exhibiting extreme behaviours. Where possible, we use our most skilled staff to build relationships with each individual child.

These children will have bespoke behaviour plans.

Nurture Group

Some children who exhibit extreme behaviours in their classes will spend some of their mornings in the Nurture Group. The Nurture Group runs for the mornings only and allows the children selected a safe environment with a high ratio of adults to children to support their emotional, social and behaviour needs. This is a flexible resource and not all children will need to start their day within the Nurture Group but will be able to be successful at the start of the day in their mainstream class. Nurture groups address the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting and warm environment that helps replace missing/distorted early nurturing experiences and helps pupils develop positive relationships with both teachers and peers.

Recording Incidents

The school will record all serious behaviour incidents on CPOMS.

Internal and external exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a half day or full day internal exclusion with the headteacher or deputy headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Watton at Stone Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where one or more of these apply:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools

- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

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