

BEHAVIOUR POLICY



September 2016

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Behaviour Policy 2016

Overview

Our key purpose is to ensure the safety and success of all our pupils. In order to teach personal discipline and responsibility, we have in place a range of interventions to support children, develop positive relationships and **promote personal self-discipline**. Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times. At Heckmondwike Primary School we know that restorative practice for more challenging behaviour works. We also recognise that minor issues can be dealt with swiftly and efficiently by refocusing children on their learning.

Shared Values

Our shared values ripple through our daily practice. Everyone at Heckmondwike Primary School will be treated with unconditional respect. Everyone at Heckmondwike Primary School has the right to learn freed from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Heckmondwike Primary School good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. *We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school.*

Adults manage and influence behaviour; children are responsible for the choices they make.

Our School Vision

At Heckmondwike Primary School, children should feel safe to embrace challenges, safe to learn from their mistakes and safe to have dreams and ambitions. Through outstanding teaching and a curriculum tailored to their needs and interests, we will nurture confident, independent and thoughtful children who are proud of their achievements and prepared for life in modern Britain.

Objectives

- To create an ethos of excellent behaviour in school.
- To create a culture of self-discipline – where children know that good behaviour is expected as the norm.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To understand that good citizenship is based upon good behaviour.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To use good behaviour to promote community cohesion. To ensure that excellent behaviour is an expectation for all children.

At all times school will reflect upon and be mindful of aspects of practice that, when effective, contribute to excellent pupil behaviour:

- Sustaining high expectations of the conduct of all children
- *Explicitly teaching children how to behave through robust programme of PHSCE and SMSC*
- Consistent practice with adults establishing and maintaining the same clear boundaries
- Promoting personal behaviour management that is rooted in self-discipline and not blind compliance
- Engaging and dynamic teaching and learning
- Support, leadership and training from the SLT and other appropriate agencies
- Classroom management strategies that echo our shared values making children feel important and valued for behaving well while removing attention from those who make poor choices. *Catching children doing the right thing.*
- Directly teaching good and encouraging better behaviour routines, for example coming in and out of the classroom, moving from tables to the carpet etc.
- Sustained, personalised and where possible discrete staff development and support.
- Flexible pupil support systems that meet the needs of individuals and is joined up with other agencies where necessary
- Excellent regular communication with parents to celebrate success and at times ask for support
- Proactively managing pupil transition at all points including Foundation to KS1, KS1 to KS2, between classes at end of year and from primary to secondary school
- Clarity of procedures and systems organisation and facilities.

At Heckmondwike Primary School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance
- we follow up
- we teach routines
- we strip out the emotion
- we step our consequences
- **we promote self-discipline**

Working with Parents/Guardians

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The ‘pincer movement’ between a dedicated teacher and a loving parent is very hard to escape.

Parents must take responsibility for their child’s behaviour – this responsibility does not stop at the school gate. Where appropriate, parents will be called in to school to help support the school in the management of their child’s behaviour.

Working in partnership

As a school we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologists
- Primary pupil referral unit
- CAMHS
- ChEWS
- Escayp counselling service
- Local partner High Schools, for example, Spen Valley.

In particular we have a strong and effective relationship with our local high school, Spen Valley and have access to their specialist behaviour unit which where appropriate is used as an alternative to fixed term exclusion.

Systematically Consistent

In our school we know the kind of behaviour we want everyone to show. We call this, *Behaving the Heckmondwike way*. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

Behaving the Heckmondwike way focused on teaching respect and dignity. This way of behaving will be promoted at all times by staff and pupils.

- *we are gentle*
- *we are kind and helpful*
- *we listen*
- *we are honest*
- *we work hard*
- *we look after property*
- *we are ready to learn*
- *we keep ourselves and everyone in school safe*

Positive Reinforcement, Responsibility and Reward

At Heckmondwike Primary School we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- sincere and timely verbal praise,
- positive recognition through class and school achievement awards, for example, star of the day in the classroom, citizenship awards in assemblies,
- marking the moment,
- VIP (very important pupil) events such as lunches and play,
- stickers, certificates,
- positive notes home,
- positive phone calls home,
- positive text messages home.

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements.

Our staff know that it is not just what you give but the way you give it that counts.



Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder of the *Behaving the Heckmondwike way*, or nudge in the right direction is all that is needed. Pupils who continue to behave badly must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not *behaved the Heckmondwike Way* and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. *At Heckmondwike adults deescalate skilfully.*



Step One: First warning

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.
- This step is recorded by an adult in the classroom on the class tracking sheet which is **ONLY** completed at the end of each session so as not to negatively impact on learning and teaching in the classroom.

Step Two: Second warning

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.
- This step is recorded by an adult in the classroom on the class tracking sheet which is **ONLY** completed at the end of each session so as not to negatively impact on learning and teaching in the classroom.

Step Three: The time out

- The child is directed to take a 3 minute egg timer (KS1) or a 5 minute egg timer (KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.
- The child should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgement and if it is felt necessary for child may be escorted to the time out classroom.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident.
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.
- If the step above is unsuccessful, or if a child refuses to go to time out, then, the Pastoral Lead will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.

Refusal to engage with the time-out process may result in the child being placed in an internal exclusion within school. In this instance the parents/carers will be informed and expected to come into school to support with the management of their child's behaviour.

Refusal to engage with the internal exclusion process may result in either a fixed term inclusion at a Trust school or fixed term exclusion from school.

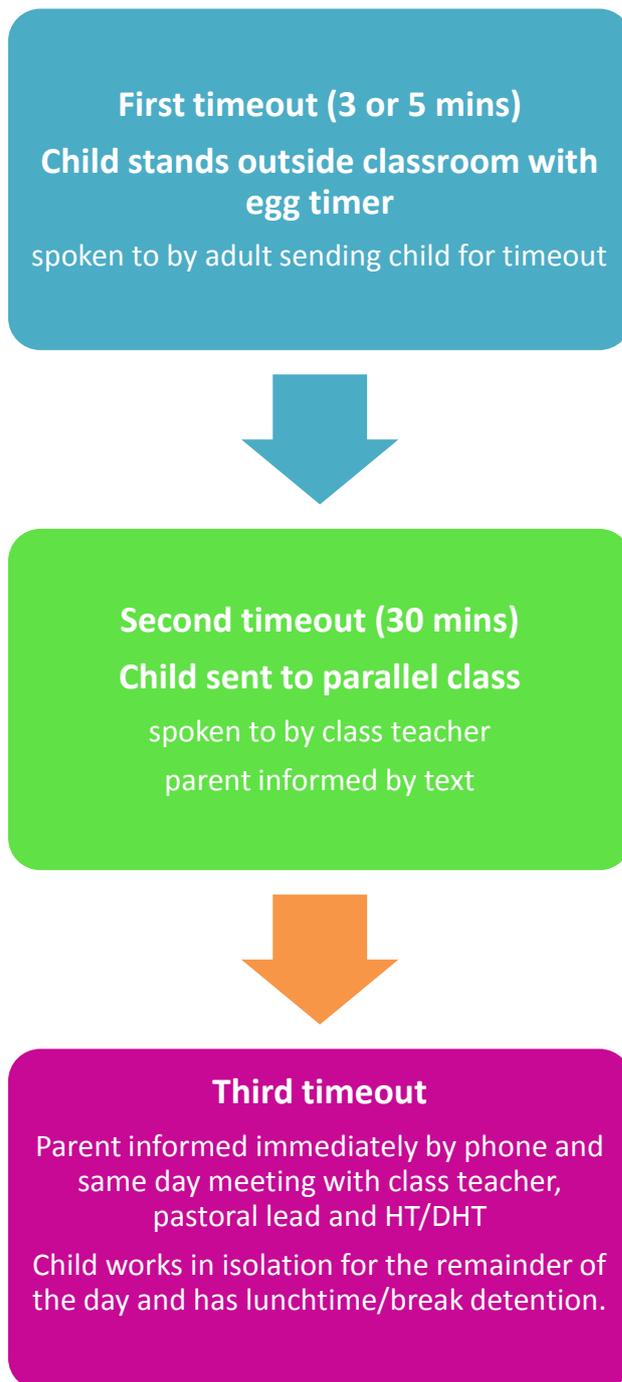
As part of our restorative approach to behaviour management, **the adult sending the child to time out** will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

All incidents are recorded on the appropriate time out record sheet which is forwarded to the Pastoral Lead for entry into a recording system.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

For the vast majority of children a time out provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

At Heckmondwike we recognise the importance of stepping our consequences. Therefore we follow the procedure set out below for multiple time outs in a single day:



Each new session during the day presents an opportunity for children to have a ‘fresh start’. However, after the first timeout, further warnings are not delivered. Children move straight to timeout 2 and then timeout 3. If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create a behaviour plan. This will usually involve a home-school behaviour tracker (Appendix 1). Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders.

However, it is recognised that for some children further sanctions may need to be used;

Certain behaviours are considered to be more serious and they have no place in the school or society in general. The list below provides examples of some such behaviours but is not an exhaustive list.

- *serious physical assault on any member of the school community*
- *demonstrating inappropriate sexualised behaviour*
- *stealing from another person or school*
- *leaving school grounds without permission*
- *deliberately spitting at another person*
- *bullying in any form*
- *throwing objects with the intention to harm or hurt someone*
- *the use of homophobic or racist language*
- *Use of other extremely offensive language*

Any of the Incidents above will, in the first instance, result in an immediate internal inclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Pupils whose behaviour is consistently poor will be targeted for support from the pastoral lead and external agencies will be involved. However, in some cases where behaviour fails to improve or where behaviours are very extreme, fixed-term or permanent exclusion may result. A supported move to another school may also be considered.

Each incident will be treated on individual merit with the final decision being made by the head teacher, and in his/her absence, the deputy head teacher.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

Specific rules enforced on the grounds of health, welfare and safety

a. Food and drink

Children may bring fruit from home to eat at morning play. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

b. Jewelry

Watches and stud earrings are the only items of jewelry which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewelry. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

c. PE Kit

Appropriate clothing must be worn for all PE activity

Indoors:-No jewelry, bare feet or trainers, shorts, Tee shirt or vest

Outdoors:- No jewelry, trainers, shorts, T- shirt, (Tracksuit in certain conditions).

Reasons: Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles.

d. School Clothing

The school has a separate school uniform policy. Uniform may be purchased from the school office. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

e. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

f. Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the head teacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the head teacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Teaching Behaviour, Respect and Dignity

- All will be taught to treat others well, through assemblies, SEAL, Baby SEAL, circle times and within day to day role modelling.
- All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered and have personal discipline through assemblies, SEAL, Baby SEAL, circle times and directly through behaviour teaching
- Positive reinforcers and sanctions will be used sensitively and fairly by staff to encourage and promote good behaviour.
- Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Where a member of staff needs further support with a behaviour issue school leadership will not deal with the child remotely but provide support and agree a plan of action help and support.
- The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour. The key stage co-ordinator and head teacher will become involved if the problem persists.
- The pastoral lead will work with key staff and provide planned support of behaviour across school.
- When there is a serious problem with a learner's behaviour, the SENCO and head teacher will, where appropriate and with the agreement of parents involve outside agencies.
- In extreme cases, a child's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the head teacher in accordance to the Local Authority Guidelines.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

This policy is based upon that of Hightown Junior, Infant and Nursery School, a part of the Spenborough Cooperative Trust. Thanks are due to Russel Ingleby for sharing this policy and for generously giving his time to offer advice and guidance to staff from Heckmondwike Primary School on the implementation of the policy.

Behaviour Tracker

Name: _____

Class: _____

Date: _____

Targets:

-
-

Session 1 9.00-10.00am	Session 2 10.00-10.30am	Break 10.30-10.45am- 11.15am	Session 3 10.45-11.45am	Session 4 11.45-12.15pm	Lunch 12.15-1.15pm	Session 5 1.15-3.00pm	Session Six 3.00-3.30pm

Teacher Comment:

Child's Comment:

Parent's Comment:

Meal time behaviour:

Bed time behaviour: