



## HOUGHTON REGIS PRIMARY SCHOOL BEHAVIOUR POLICY



### Key principles of positive behaviour

- Positive behaviour must be acknowledged/celebrated
- All behaviour is a form of **communication**
- Children need us to **respond** not react
- Consequences must be logical and immediate
- As a community we use **reminders** not warnings

### Creating a positive and caring environment

All members of our school will be treated with **courtesy and respect**.

Staff will take every opportunity both to **model and notice** positive behaviour.

We will:

- Provide a safe, calm and positive classroom environment.
- Plan well-prepared and engaging learning opportunities that both support and challenge pupils.
- Take time to **listen** to pupils and let them know they are valued.
- Pay attention to the emotional well-being of pupils.
- Support their oracy skills to enable them to articulate their needs.

### Celebrating and rewarding positive behaviour choices

As children learn to self-regulate their behaviour, we want them to develop an intrinsic motivation to do well. Staff encourage these positive dispositions by:

- Noticing and communicating when pupils show good choices.
- Catching pupils being good.
- Offering descriptive praise.
- Explaining the impact of an individual good choice as models.
- Rewarding good choices with a smile, thumb ups, class reward system.
- Sharing good choices with parents/carers, a post-card, home-link.

### Responding to pupils who are disruptive or challenging

Most unwanted behaviour can be **caught before it escalates** with clear reminders of our expectations, values and rules.

If the unwanted behaviour persists, staff use the 'language of choice' to help the get the child back on track.

**Language of choice** is about giving the child some control over the outcomes but, as an adult, overseeing the process and the structure within which you work. The adult also sets the **choices** and the boundaries. Encouraging the pupil to make the **right choice**. Allow the pupil to understand the **impact of their choices – we call it 'keeping in the green zone.'**

### **Escalation to Sanctions by the Class Teacher**

In most cases sanctions will include or be followed up by the Class Teacher with a **restorative conversation** whereby the pupils are taught to **take responsibility for their actions, understand the impact of their choice of behaviour and then work together with the adult to resolve the issue.**

- **Allow the pupil thinking time to reflect if they are unable to make a good choice.**

**If they are unable to do this then use the script to support a reflective approach of the incident. (Restorative conversation)**

1. What happened?
2. What were you thinking of at the time?
3. What are your thoughts now, since the incident?
4. Who do you think has been affected by your actions? How?
5. What do you need to do to make things better/right?

### **Principles of the Restorative Conversation**

- Facilitated by an **adult (who was present at the time of the incident)**
- Take time
- Use **key questions**
- Give all parties a **voice**
- Establish **facts**
- **Educate** rather than punish
- Encourage **individual responsibility and problem solving**
- Allow children to **explore** their emotions /feelings/motivation behind their actions

### **Involving the Parents**

Any concerns from the day can be communicated by the Class Teachers to parents at the end of the day.

### **More serious and persistent unwanted behaviours**

Should be referred to the SLT and recorded on SIMs, such as:

- Repeated disruptive learning
- Deliberately hurting another child
- Ongoing unkindness or bullying
- Deliberately damaging property
- Swearing
- Racist or homophobic remarks

Consistently challenging concerns will result in a **Behaviour Support Plan** and possible referral for additional support and advice.

## Physical Handling

Very rarely a pupil may need physical handling or restraint to ensure their own safety or the safety of others. Such handling will be carried out by an appropriate trained member of staff using reasonable force and parents will be informed immediately, in line with Department of Education Guidance (2013)

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## Exclusions

In response to serious or persistent misbehaviour the Head teacher in consultation with the Head of Governors may decide to exclude a pupil in order to protect the educational welfare of a pupil or pupils and staff in school. In accordance with Department of Education Guidance (2017)

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### Exclusions:

Take different forms:

**Internal inclusion: (within school away from their class)**

**Fixed Term: (A set number of days)**

**Permanent:**

### Re-entry interviews

After any exclusion there will always be a return interview as a strategy to reintegrating a pupil who returns to the class/school following a period of exclusion and for managing their future behaviour.

### Is this what it would look like in practice?

<b>Behaviour</b>	<b>Strategy</b>	<b>Who</b>	<b>Communication</b>
All children	Manage behaviour effectively to ensure a good and safe learning environment	CT	All Pupils and additional adults will be aware of the positive behaviour strategies deployed in the classroom
Low level unwanted behaviour	Reminders of whole class behaviour strategies	CT	Review classroom behaviour strategies
Unwanted behaviour/incidents	Use of choice behaviour	CT	Note on plans
On-going incidents	Use of restorative conversation	CT	Recorded and shared with parents by CT Use of ABC A= Antecedence B=Behaviour C=Choice/Consequence

Serious and persistent misbehaviour	Referral to SLT	SLT	Involvement of parents/CT Recorded on SIMs
Serious and persistent misbehaviour	Senco will prepare a behaviour plan	Senco	Involvement of parents/CT/possible external agencies SLT Behaviour Note Recorded on SIMs
Serious and persistent misbehaviour	Exclusion options	Headteacher /Head of Governors	Involvement of parents/CT/possible external agencies Exclusion Letter to Parents Recorded on SIMs
Reintroduction into school	Interview	SLT	Interview to support positive reflection

## Class Reward Systems

### Early Years and Key Stage 1



In Early Years and Key Stage One, we use a visual approach to support pupils with choosing the correct behaviours. We call our approach 'Buzzed for Learning' and children are encouraged to demonstrate good choices, which are then acknowledged by moving their bee on a daily journey.

At the start of each day, the children will find their bees on the central beehive. Good behaviour, appropriate choices, positive learning experiences or empathy towards others is rewarded by the following steps.



The beehive is where each child's bee starts each day.



Then the bees move along a row of flowers for each positive behaviour. This will be supported by the awarding of stickers, house points and opportunities to take part in extra activities within the classroom.



If children make a wrong choice, their bee will be moved to the 'Thinking Time' flower. After a short period of reflection and a restorative conversation with staff the bee will be put back onto the beehive for a fresh start and the child will re-join the lesson.



In KS1 any further poor choices will result in the child's bee being moved to the 'Consequence' flower. The child will then be given a consequence for their choice. This may be a visit to the Phase Leader, working in another class, missing part of another activity, or a visit to the Senior Leadership Team. At all stages there will be opportunities for restorative conversations to allow the child to discuss why their choice was inappropriate, what other choices they could have made and what they can do to make things better. Children will be given space and calming down strategies if their consequence has resulted from frustration or anxiety. Once the consequence has been carried out, the child's bee will be returned to the beehive for a fresh start.

## Key Stage 2 - Promoting positive behaviour through Going for Gold

Our focus is that we expect children to show good behaviour at all times. A ladder will be displayed in every classroom so that a clear visualisation of rewards and sanctions can be seen by all those in the classroom. Children will place their name on the sunshine and cloud at the start of each session in the day. Any child who moves down the ladder will have the opportunity to 'start again' during the afternoon session.



Children visit Mr Edwards, Mrs Parmar or a Senior Leader to receive a reward and recognition for displaying outstanding behaviour.



Children to receive a praise note to be sent home.



Children visit their link class to receive a reward and acknowledgement in front of the class.



Children receive a teacher's award – a sticker or other reward of teacher's choice.



Children receive a housepoint.



Children receive a second verbal recognition and acknowledgement in front of the class.



Children receive a verbal recognition for showing positive behaviour.



Children place their name here at the start of the day.



Children are reminded of behaviour expectations if they move down.



Children have a restorative conversation with the teacher and have an opportunity to talk about their behaviour.



Children are given time out in class to work away from their peers and reflect on their behaviour.



Children are sent to their link class with work to complete and a reflection sheet to complete. They are issued with a Yellow card and a letter is sent home to inform parents/carers. This needs to be recorded on SIMs.



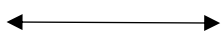
Children to be sent to their Designated Leader (Y3 – Mrs Bonney, Yrs 4, 5 and 6 – Mrs Parmar). Class teacher to phone parents and arrange a meeting to discuss child's behaviour. Record on SIMs.



Children to be sent to Mr Edwards, Mrs Parmar or a Senior Leader. They are issued with a red card. This should only be in severe cases when all stages have been completed or if persistent problem arises. Record on SIMs.

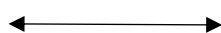
### Link Classes:

Sapphire (Y6)



Blue (Y3/4)

Emerald (Y5)



Yellow (Y3)

Amber (Y5)



Red (Y4)

### **Vulnerable Pupils / Pupils with Additional Needs:**

During their time at school, some pupils will require extra support and reasonable adjustments in managing their behaviour. Staff will be aware of these pupils and liaise with the SENDCo. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils. For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHs etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this, they may also have their own individual reward and sanction system which has been determined by the class teacher and SENDCo, with the involvement of the pupil and parents. This will enable targeted support for vulnerable pupils.