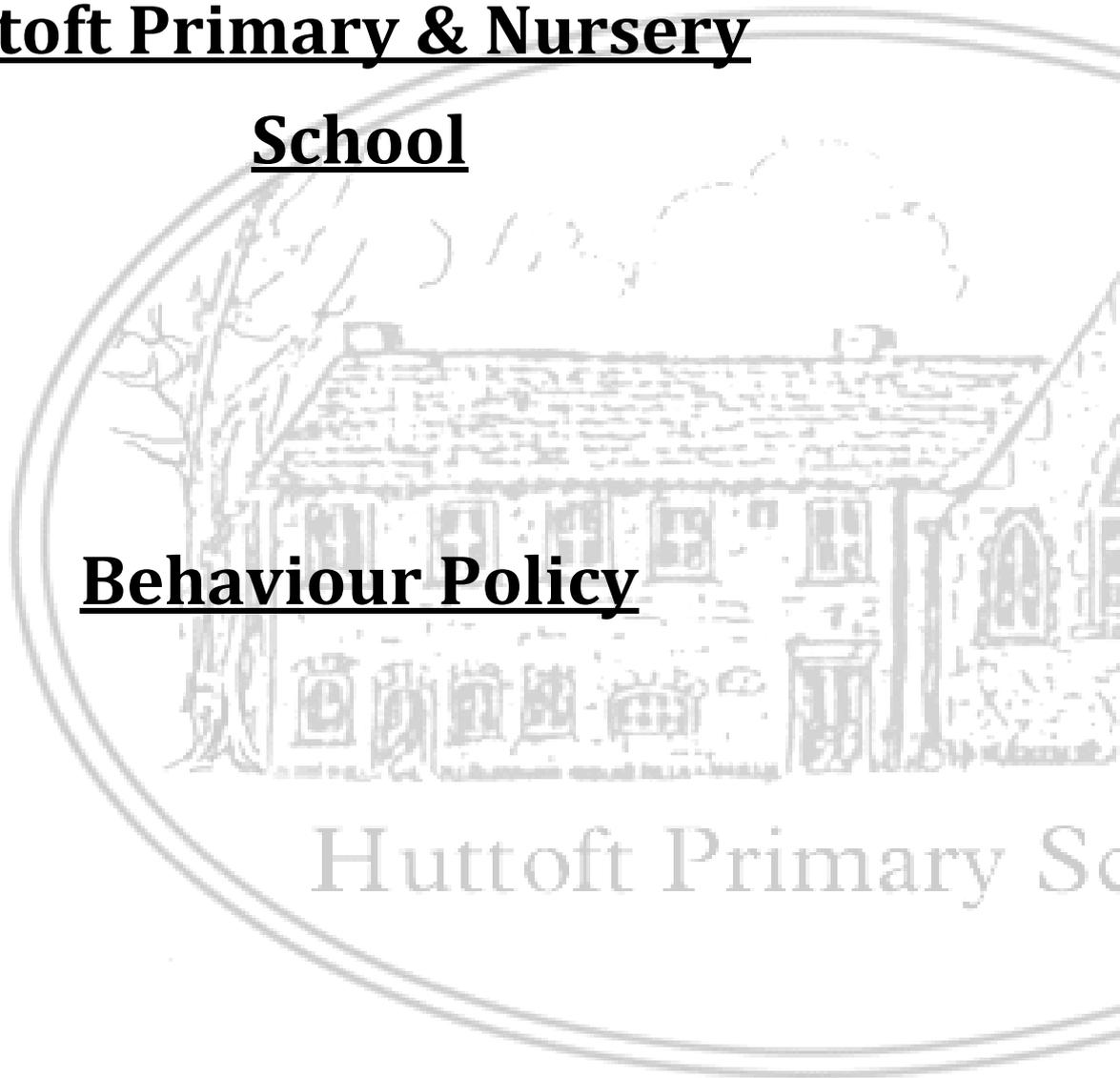


Huttoft Primary & Nursery School

Behaviour Policy



Huttoft Primary & Nursery School (Academy)

'Building Foundations, Enabling Discovery, Broadening Horizons'

This policy should be read in conjunction with our Pupil's Code of Conduct and our (Anti) Bullying Policy.

Overview:

Good behaviour choices are central to all we do at Huttoft Primary and Nursery School (Academy). Much of our behaviour is the result of conscious and unconscious choices. Excellent choices are expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards, wherever they are in school, and learners will be given clear guidance on what is expected of them. The school expectations will be learned and followed by all and rewards and sanctions will be used to underpin and reinforce good behaviour choices. Rewards will be focussed more intrinsically to help foster and develop an ethos where children do things for themselves and a sense of pride, rather than for any extrinsic gain. We will work in partnership with parents and carers to ensure that the school's values become central to the lives of learners. In using the language of choice we enable children to become more aware of the choices they can make. All of our choices lead to consequences. These can be positive or negative. Individuals must know the consequences of an action if they are to make an informed choice. To emphasise a given behaviour or expectation promotes it further – so to emphasise positive behaviours/expectations is better than highlighting the negative.

Aims:

Our aims are:

- To create an ethos of good behaviour choices in school, ensuring children are happy, secure and safe
- To ensure that all people in our school are treated fairly and with respect
- For children to develop self-discipline and a desire to display good choices and know that this is a life-long skill
- To build a school community which values kindness, friendship, consideration, sympathy and empathy for others
- For children to know and be able to use taught self-regulation strategies before reaching "crisis" point

We will:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self-esteem in all members of our school community
- promote consideration and respect for others and our school environment
- encourage a shared responsibility between home and school
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them

Outcomes:

- This policy will promote the ethos and values of the school
- It will ensure that children and staff feel safe and secure as well as 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 set out in the school's aims and Anti Bullying Policy and ensure consistency in application
- It will be used to promote community cohesion and inclusion
- Staff will fully understand systems and strategies

Strategies:

- The school's 5 Values (Ambition, Individuality, Friendship, Respect and Resilience) will be promoted at all times by staff and children will be praised for displaying these
- In addition to these school values there are sets of class rules established at the start of the school year with the pupils which are displayed and they are reminded of frequently
- Staff members will encourage children to:
 - speak with kindness, compassion and honesty
 - listen with attention and courtesy
 - act with thought, respect and understanding
 - learn with pride, passion and perseverance
 - play with care, consideration and inclusion
- All children will be taught the meaning and principles of the expectations during the day to day life of the school, as well as in Assemblies and through our curriculum.
- All staff will set and expect high standards of behaviour both in lessons, around the school, and at all other times they are with children
- The children will be challenged about choices in a firm but fair and discrete manner when expectations are not met
- Each member of staff is to **always** and **consistently** make sure the child knows that their inappropriate behaviour is a **choice** and they are making the **wrong choice**. They may need support understanding why their choice is wrong. However, the language used by the adult must reflect disappointment as opposed to frustration. Positive language, statements and encouragement should be used at every opportunity with the behaviour choices being labelled and NOT the child. *Eg 'You are a very silly boy' should be 'Should you be choosing to play in that way?'*
- Staff will use 'I' statements and not 'you' statements. *Eg. You are making me very disappointed should be 'I am disappointed by your behaviour choices'*. Also explain why you are disappointed
- When a child has shown positive choices, staff will praise them in front of other children to create the 'ripple effect', *'Well done to those children looking this way and focusing', 'well done, I can see you making excellent choices'*. However, if and when a child has made the wrong choice, the disappointing behaviour should be discussed with the child privately and discretely to avoid humiliation
- Staff will regularly state the school's values and examples of these will be shared with the class, groups of pupils as well as in Assemblies
- Should it be necessary to remove or calm down a child we use 'positive handling' as a strategy for which staff have had the relevant training from Team Teach – this strategy should always be used as a last resort and de-escalation techniques should be employed in the first instance

- Where a member of staff needs additional support with a challenging behaviour issues or problem, they will discuss it with a member of the Senior Leadership Team who will agree an appropriate strategy of help and support
- The class teacher and/or member of the Senior Leadership Team will involve parents/carers at an early stage where a child is experiencing problems with behaviour choices
- When a problem continues to escalate with a child's behaviour, a member of the Senior Leadership Team will, where appropriate, involve outside agencies
- In extreme cases, a child's 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 with the Local Authority Children's Service Exclusion and Suspension Guidelines

Consequences & Sanctions

Each case of poor behaviour choices will be treated individually depending on the circumstances and we recognise that children starting at Huttoft Primary and Nursery School (Academy) will need to be given time to adapt to new routines, new adults and new classmates. Whole school and classroom routines are structured but flexible and the basic school rules, designed for the safety and happiness of all, are frequently clarified and reinforced. Praise and positive reinforcement is important in the management of behaviour. For the rights of learning we encourage our children to have and take on the responsibility of using the school and classroom rules – this includes the use of ICT. Each child needs to know that he/she is responsible for the choices he/she makes, which we believe leads to developing the child's personality and character. We all need to care about ourselves, other children, parents/carers, staff, belongings, equipment and our learning environment.

Promoting positive choices in class

Each teacher will create a nurturing and positive classroom through forward planning and prevention. The classroom environment is an important part of promoting positive behaviour and children's individual educational needs must be taken into account when designing the layout of a classroom.

In order to maintain positive behaviour in class the whole school will follow individual Class Charter (class rules) drawn up by the children and staff in each class, these will be reviewed every big term to ensure they remain relevant.

Every class will display the School Values, Class Charter and 5 Ws (see step 2) as well as having a Calm Area that encourages children to calm down, reflect and improve their choices whilst still remaining inside their classroom.

Step One

- The child should be encouraged to take a few moments away from their peers in the Calm Corner which all classrooms have and engage in a suitable resource to aid self-regulation
- The child should be encouraged to use the body mapping cards and emotional literacy language to describe how they're feeling (relating this to the specified colour) and why (if they can) to allow staff to help them regulate their emotions and make a good choice
- In the case of 'low level' negative behaviour continuing (e.g., unwillingness to act on instructions, off task, being disrespectful, causing learning to be interrupted, the child will be given **two choices** – eg: 'You could do 'this' or you can do 'that'
- The following sanctions will be outlined as consequences if 'this' or 'that' are rejected:-
Initial Order of Sanctions:
 - i. Lose 2 (YN-Y2) or 5 (Y3-Y6) minutes of playtime
 - ii. Lose all playtime

- iii. Lose several playtimes

Sanctions i – iii are usually effective in supporting the individual child and the class as a whole.

- iv. Have to speak to a member of the Senior Leadership Team
- v. Have to speak with Headteacher who may inform parents/carers

Behaviours at this step and beyond should always be recorded using CPOMS, detailing triggers, behaviours, anything that was said/done by the child, the member of staff and others involved.

Step Two

- Where a child is unable to self-regulate their emotions they should be encouraged to use the Calm Room upstairs (either independently or with a trusted adult).
- The Calm Room is used as a time out area and promotes the idea of getting back into the classroom after reflecting and improving behaviour. The area is friendly and safe whilst also highlighting visually 5Ws.

The 5Ws

- 1- What have I done?
- 2- Why was it wrong?
- 3- What could I have done?
- 4- What can I do to make it better?
- 5- What did I feel like - then/now?

Depending on age/ability the 5Ws will be presented in different forms accessible to all.

- When the child is calm, they should engage in dialogue about what they think caused their emotions and/or behaviour and what strategies they could use next time. Using the restorative approach
- If after repeated use of sanctions i – iii and a number of uses of sanctions iv and v, a child is presenting with challenging behaviour choices they will be deemed to be at Step Two. The parents/carers will be invited to meet with the Class Teacher and/or members of the Senior Leadership Team to discuss possible reasons for their child's behaviour choices and hopefully to support the staff in whatever action is to be taken to effect changes to the behaviour(s) – this might include loss of privileges/doing an extra 'job' etc.

Examples of the sorts of behaviour at Step Two are: repeated disruption during learning or unstructured times (including lunchtime), swearing, abusive towards an members of our school community, adopting aggressive postures, picking up objects which could be deemed for use as a weapon.

Step Three

- If the examples of behaviour at Step Two are being repeated and/or are escalating to vandalism, theft, graffiti, hurting self/others, a 'Behaviour Plan' specifically designed to support positive behaviour choices for the child in question may be introduced with support from the Leader of Social Inclusion and Welfare.
- Emphasis should be placed on self-regulation and should give the child responsibility for his/her own behaviour choices
- Reasonable adjustments including variations in routines or supervision levels, may be introduced. Parental co-operation is expected

- If the child is removed from the class and taken to the Headteacher for a period of time this will be recorded on CPOMS. Should it be necessary to positively handle a child, strategies from Team Teach training must be followed and recorded onto CPOMS

At Any Stage

- The Leader of Social Inclusion and Welfare has a wide range of resources and practical strategies that staff can access to support children at each of these steps.
- Additionally, if the behaviour choices of the child are giving serious cause for concern The Leader of Social Inclusion and Welfare is able to contact outside agencies for further support.

The following outside agencies (and others) are available to support parents/carers/pupils who are experiencing difficulty:

- Education Welfare Officer (EWO)
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Children's Services

The parents/carers must be informed about proposed involvement with outside agencies as permission must be granted.

Steps Four and Five

- *When all other avenues are exhausted, exclusion may be considered and if carried out, follow the LCC Ladder of Intervention and the school's Exclusion Procedure*
- Step Four is Fixed Term Exclusion
- Step Five is Permanent Exclusion
- Only the Headteacher (or the Deputy Headteacher in his absence) can exclude. The Chair of Governors will be kept informed throughout the process to ensure challenge and support are in place

Rewards

We run a number of reward systems in school to ensure children are rewarded and feel valued in a number of ways.

Merit Cards

Merit cards are used for day-to-day praise and recognition. Children can be awarded merits for a number of reasons during the school day and for Home Learning. Merit stamps will be kept on merit cards except for children in our Reception Class, where merits will be stamped on their card and small stickers will be given to the child. Teachers will be consistent in how they award merits and the Senior Leadership Team will ensure there is equity across school.

The aim is to award those children who consistently, on a daily basis, make good behaviour choices, positively engage in their learning and regularly exhibit our school values.

In collecting merits children will move from Bronze to Silver to Gold.

Each award is allocated as follows:

50 Merits - Bronze award

A further 50 Merits - Silver award

A further 50 Merits - Gold award

Children can earn merits for displaying a positive attitude to learning in both application and outcome, and for also displaying our school values.

Once each card has been completed the child's merit card will be kept by the class teacher and will be entered into an end of year prize draw for each award. There will be a draw for each level of merit card across the school and of course, those children achieving every award will stand a greater chance in the prize draw at the end of the school year.

For each award children will be presented with a merit certificate and a small pin badge for their school jumper. These badges will become part of the school uniform for recipients and will be a visible symbol of children's Ambition, Individuality, Friendship, Respect and Resilience. These awards will be formally presented during our Celebration Assembly.

Children can start working on the next award as soon as the previous one is achieved.

Class group rewards can be handed out during the week for achieving shared goals. Where a class teacher feels that, as a group, children have done particularly well, marbles or stones will be placed into a jar. Each marble or stone will represent one minute of Golden Time up to a total of 20 minutes. Golden Time will take place on a Friday afternoon.

Where a child has exhibited particular excellence they may be sent to see the Headteacher and be rewarded with a Headteacher's Award.

Values Champion

An award for excellence during a week will also be awarded on a Monday during "Celebration Assembly." Staff in each class will choose a child that has exhibited a particular value and their parents/carers will be informed on a Friday and invited to attend on the Monday. They are asked to keep it a secret before the Assembly.

At the end of every term the children will also pick their own Values Champion in each year group. This award will also be given out at Friday's Celebration Assembly.