

Howletch Lane Primary School

Behaviour Policy



Be Ready, Be Respectful, Be Safe

<u>Person responsible:</u>	J Snelling
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<u>Head teacher:</u>	H Adair
<u>Date of review:</u>	September 2023



Be Ready, Be Respectful, Be Safe

Purpose:

Howletch Lane 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. Within this policy, we aim to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour. This will allow all pupils at Howletch Lane to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, giving them the best possible chance of success. As members of our community, we adhere to the values of being: **'Ready, Respectful and Safe'**.

Aims:

- 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
- Use restorative approaches instead of punishments

Expectations of Adults:

- Meet and greet every child, every morning.
- Refer to being **'Ready, Respectful and Safe'**
- Model positive behaviours and build relationships.
- Use a visible recognition mechanism throughout the school day. (Recognition boards)
- Use a consistent and calm approach when managing behaviour.
- Use consistent language to promote positive behaviour.
- Use restorative approaches when managing behaviour.
- Never ignore or walk past learners who are modelling bad behaviour.

The Head Teacher and The Senior Leadership Team must:

- Be a visible presence around the school to encourage appropriate conduct.

- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, texts, notes home, stickers and certificates.
- Ensure staff training needs are identified and met.
- Support teachers and staff in managing children with more complex or challenging behaviours.
- Make sure that ‘**restorative conversations**’ are completed.

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.

We recognise that clear structure, support and a safe environment will have 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, children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

The school has 3 simple rules, **Be Ready, Be Respectful and Be Safe**’. These rules can be applied to a variety of situations and are taught, modelled and encouraged by all members of staff around the school.

Positive Strategies

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

Teachers and support staff are committed to creating a warm welcoming environment for all children at Howletch Lane. Every morning children will be greeted at the school gate, the classroom door or at the child's seat. Staff will also create a visually welcoming environment within the classroom where children feel comfortable and safe.

All adults at Howletch Lane Primary School understand the importance of developing strong, positive relationships with their class and to build emotional currency throughout the year.

At Howletch Lane Staff will use positive praise publicly and remind children of this in private.

The following positive strategies will be used consistently by all adults in the school. They are designed to work alongside clear expectations that make children feel like valued members of our learning community.

Positive recognition at Howletch Lane Primary School:

Recognition Board:

A recognition board will be used to encourage social or learning behaviours. Staff will involve the children in the selection process for their weekly target. Adults or children in the class can nominate others to be placed on the recognition board. There is an emphasis placed on everyone working together, to get every name on the board.

*'This is not intended to shower praise on the individual, it is a collaborative strategy – we are **one team** focused on **one learning behaviour** and moving in **one direction**.'* Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all the names are on the board.

Howletch points

Positive behaviour will always be praised publically and privately at Howletch Lane. Each child will be placed into a 'House Team' (Phoenix, Pegasus, Griffin and Triton). The aim of the team is to gather points throughout the school week. All positive behaviours will be rewarded by staff with house points. These can be issued within lessons or around the school. Points will be issued 1 at a time in order to avoid behaviours being ranked in value. Howletch points will be displayed in a visual manner within the classrooms. At the end of every week children will be informed of the house scores from across the school. At the end of each term the winning house will be issued a reward.

A positive note home

The positive note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school. There is no set amount for each week. It must be sincere to keep its value. Letters may also be sent home from senior leadership/head teacher to recognise outstanding children.

Awards assembly

Certificates will be awarded to children during a Friday assembly. The children will be selected for a 'recognition award' and an 'above and beyond' award. This will be consistent across KS1 and KS2. Some weeks there might not be any 'above and beyond'. This award needs to be sincere in order to keep its value.

Fantastic Friday

Children who receive the 'Above and Beyond' award will be invited to have hot chocolate/juice and biscuits with the Head Teacher/Deputy/Behaviour Lead on Friday.

Stickers

Staff across both key stages can award the children stickers when they have achieved success within the classroom. Staff should do this subtly to show recognition towards the child.

Policy Blueprint and Classroom Plan

Behaviour Policy Blueprint (See Appendix 1)

This is a concise document that teachers will refer to for a consistent approach to the behavioural and emotional needs of the children.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school and expectations and consequences for the children are clear.

Scripted Response (Appendix 3)

As part of the classroom plan, a 30-second script will be used to reinforce expectations when the behaviour shown is not reflective of our school values. The purpose of the script is to provide a quick, consistent and non judgemental dialogue with the children to encourage positive choices. The scripted response should be delivered calmly in order to prevent escalation.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix.

Every adult in our school is important as they have the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by the lunch time supervisors who should use the same approach as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. In order to reduce the impact on teaching time, support staff and leaders will be expected to release the class teacher if a restorative meeting is required.

Restorative Meetings and Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

At Howlatch, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with the tools they need to avoid similar incidents occurring in the future.

Restorative Questions (See Appendix 3)

These restorative questions will be used to support restorative meetings and conversations. For KS2, up to 5 questions will be used. For KS1 the teacher may decide it would be more appropriate to start with 2 and build on these as the child develops in maturity. Teachers can use the questions as a guide. Depending on the child and the situation, the teacher can use their professional judgment to lead the restorative conversation.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.' Paul Dix

At Howlatch, we encourage positive behaviour that reflects our ethos. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Consequences implemented can be **2 minutes owed, Pay it back time** or **parent phone calls**. These are designed to hold the child accountable to our high expectations at Howlatch. Additionally, these consequences should always encourage the child to make good choices and through a restorative style should encourage the child to make good choices in the future.

2 minutes owed – a reflective time where the child and the class teacher privately discuss their actions and how it has impacted on others. (A restorative approach) This will be at the

start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

Pay it back time – is an appropriate action linked to the incident and the value that has not been modelled by the child. For example, if a child has not completed their work in class due to a failure to respond to positive strategies, work could be completed during break times.

Parental involvement – We feel that it is important for parent to be aware of repeated and more serious incidents. We will communicate through a phone call or an informal/formal meeting.

Extreme Behaviour (Level 4, 5 & 6)

In extreme cases, the positive and restorative approach to managing behaviour may not work. If a child progresses through the behavioural techniques, support will be needed.

Possible responses to these incidents are indicated on the behaviour ladder, appendix 2.

In extreme cases, the positive and restorative approach to managing behaviour may not work. At Howletch Lane Primary School we have several staff that are TEAM TEACH trained. The sole purpose of Team Teach is to de-escalate situations safely, calmly and effectively. As a last resort and when the pupil or staff can no longer be kept safe then a TEAM TEACH restrain may need to be used. In this instance TEAM TEACH procedures as detailed in the Positive Handling policy will be followed.

Appendix 1 - Blueprint

At Howletch Lane Primary School our ethos of 'Be Ready, Be Respectful, Be Safe' underpins everything we do.

Every Adult Will:

- Meet and greet
- We believe in building strong relationships and using restorative approaches to guide children through their learning experiences. Promote positive behaviour and respect

Our Ethos:

- Be Ready
- Be Respectful
- Be Safe



Above and Beyond:

- Children who exceed our school values and ethos within the classroom and around the school.

Children who model wonderful effort – Always striving to improve and succeed.

- Children who model respect in an independent

Be Ready, Be Respectful, Be Safe

How we recognise children:

- Recognition boards
- House Points
- Certificates
- Stickers
- Legendary Lines
- Phone calls home
- Notes home
- Verbal praise
- SLT praise
- Showing work to other adults
- Head Teacher awards

Classroom Plan:

- Reminder
- Last Chance
- 30 Second Script
- Time Out
- Restorative Conversation
- Support

30 Second Scripted Interview:

'I notice you are...'

'You are not showing our school value...'

'You have chosen to...'

'Do you remember when you...(positive remark)'

(If child responds)

'Wonderful choice, this is who I need to see today, thank you.'

Promote Relentless Routines:

- Fantastic Walking
- Eyes on me
- Politeness and Manners

Restorative Conversation:

1. What has happened?
2. What/How were you feeling at the time?
3. What were you thinking at the time?
4. How do you think this made..... feel?
5. Who has been affected by this?
6. What do you think caused this?
7. How can we put things right?
8. If this happens again, how could we do things differently?

Level

Level 1

Talking, distracting others, s
to complete work, arguing w
peers, shouting out

positive praise of children nearby, ren

A reminder of the rules, delivered priv
Gentle encouragement, a 'nudge' in the right direction. A
reminder of our three simple rules – **Be Ready, Be Respectful,
Be Safe.**
Repeat the reminders if necessary. De-escalate where reasonable
and if possible take the initiative to keep things at this stage.

		Praise will be given if the learner is able to model good behaviour as a result of the reminder.
Level 2	Continuation of Level 1 behaviours, refusing to follow instructions.	<p>Verbal Caution A verbal caution delivered privately or subtly, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Try to give the child an opportunity to engage with you or the lesson. When possible offer positive praise and refer to good examples of behaviour that has been previously modelled.</p> <p>30 Second script If the pupil does still not engage, use the 30 second script. Attach the '2 minutes owed' to this step. This 2 minutes can not be removed or reduced.</p>
Level 3	Rudeness to staff, throwing equipment, continual talking, refusal to follow instructions. Ongoing disruption to learning.	<p>Time out in class 'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out e.g. read a book in reading area for 5 minutes, draw on white board, 5 minutes sitting elsewhere silently. Praise another child with desired behaviour. Own table away from others</p> <p>Restorative conversation This might be a quick chat or a more formal restorative conversation during which the issue may be resolved or the teacher can decide on a logical, appropriate consequence for the child's behaviour. For example, if the situation has resulted in significant learning time being lost, the child will have to complete that work at break times or at home.</p>
Level 4	Swearing at an adult or peers, refusal to come in from playtime/lunchtime, disrespectful behaviour towards adults, leaving the classroom	<p>Support Step In more serious circumstances the support step will be needed. Pupil sent to phase lead This support may be from SLT, Phase Leaders or another class teacher. The support step will lead to further action and discussion surrounding this more serious behavioural incident.</p> <p>Sent to phase leaders or alternative phase leaders. Possible sanctions: Missed playtime. Phase leaders to track the number of time outs a child has each half term. 2 or more Level 4 incidents in a week result in Level 5 sanctions being implemented After he second time out the phase leader will call parents.</p>
Level 5	Continuation of level 2-3 offences. 2 of more Level 4 incidents with a week. Deliberate violence towards a child, racist incidents, upturning furniture,	<p>Sent to Head teacher/Deputy head teacher Possible sanctions: Missed playtime. Lunch to be eaten in isolation with SLT member. Time out in isolation for AM/PM Letter and phone call home Meeting with parents/ carers</p>

		A behaviour record of the child will be made.
		Repeated Level 5 Lunchtime and playtimes in isolation with SLT
Level 6	Physical violence towards peers and staff, leaving the school grounds, damaging school property. Prolonged incident where escalation strategies have failed to improve behaviour.	<u>Sent to the Head teacher/Deputy Head teacher</u> The head will then decide possible sanction: Internal suspension Fixed term suspension Lunchtime suspension Meeting with parents/ carers

Appendix 3 – Restorative Approach

30 Second Script		Restorative Questions
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<p>‘I notice you are...’</p> <p>‘You are not showing our school value...’</p> <p>‘You have chosen to...’</p> <p>‘Do you remember when you...(positive remark)’</p> <p>(If child responds)</p> <p>‘Wonderful choice, this is who I need to see today, thank you.’</p>	<ol style="list-style-type: none"> 1. What has happened? 2. What/How were you feeling at the time? 3. What were you thinking at the time? 4. How do you think this made..... feel? 5. Who has been affected by this? 6. What do you think caused this? 7. How can we put things right? 8. If this happens again, How could we do things differently?
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