



Behaviour Policy

Be Ready, Be Respectful, Be Safe

Person Responsible:	Lisa Crombie, Behaviour Lead
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Approved By:	Helen Beattie, Head Teacher
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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 school staff, 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:

- School staff use a consistent and calm approach, modelling desired responses at all times
- The school provides a safe, comfortable and caring environment where optimum learning takes place
- All staff provide clear guidance for children, staff and parents of expected levels of behaviour
- 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 and appropriate consequences when dealing with incidents of negative behaviour

Expectations of Adults:

- Meet and greet every child, every morning.
- Refer to being **'Ready, Respectful and Safe'**
- All school staff are expected to model positive behaviours and build respectful relationships with pupils.
- Teachers use a whole class recognition system, to promote ownership of behaviours and reward positive behaviours seen throughout the school day.
- All school staff challenge inappropriate behaviour and use a consistent and calm approach when managing behaviour.
- All school staff use consistent language to recognise and promote positive behaviour.
- All school staff use restorative approaches when managing behaviour.

The Head Teacher and The Senior Leadership Team:

- Provide a visible presence around the school, modelling expected strategies and responses, to promote 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.
- Support teachers and staff in managing children with more complex or challenging behaviours.
- Make sure that **'restorative conversations'** are completed.
- Regularly monitor behaviour management to ensure that this behaviour management policy is consistent delivered across the school
- Ensure that staff training needs are identified and met by providing:
 - behaviour management training as part of new staff induction
 - regular whole school behaviour management training
 - individual behaviour management coaching and/or mentoring

Members of staff who manage behaviour well:

- Are calm and consistent.
- Promote and acknowledge positive behaviours by deliberately and persistently identifying 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 and model mutual respect.
- 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 are greeted at the school gate, the classroom door or at the child's seat. Staff create a visually welcoming environment within the classroom where children feel comfortable and safe. Respecting property and taking care of the school and its resources is modelled consistently by all school staff.

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

At Howletch Lane Staff use positive praise publicly and remind children of alternative choices in private.

The following positive strategies are 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:

Class Based Rewards:

Teaching staff and pupils are expected to develop a reward system that is used to encourage social or learning behaviours and promote behaviour for learning. There is an emphasis placed on everyone working together to achieve the class reward.

*'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

Howletch points

Positive behaviour will always be praised publically at Howletch Lane. Each child is 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 demonstrated by pupils on an individual basis are rewarded by staff with house points. These can be issued within lessons or around the school. Points are issued 1 at a time in order to avoid behaviours being ranked in value. Howletch points are displayed in a visual manner within the classrooms. At the end of every week children are informed of the house scores from across the school as

part of Celebration Assembly. At the end of each term the winning house will receive a reward.

A positive note home

Sending positive notes home is a high-level recognition of an individual pupil 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 are awarded to children during a Friday assembly. The children are selected for a 'Recognition Award' and an 'Above and Beyond Award'. These awards are consistent across KS1 and KS2. The 'Above and Beyond Award' award needs to be sincere in order to keep its value, therefore they are not always allocated on a weekly basis.

Terrific Tuesday

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 Tuesday afternoon, following the award.

Stickers

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

Policy Blueprint and Classroom Plan

Behaviour Policy Blueprint (See Appendix 1)

This is a concise document that all school staff 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 is 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.

Pupils are taught that every adult in our school has 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 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 Howletch, 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)

Restorative questions are used to support post-incident meetings and conversations. Pupils are coached and encouraged to take responsibility for their behaviours. They work with a member of staff to understand why their behaviours are not positive, then decide how the pupil can put things right and react differently the next time. School staff can use the appendix questions as a guide, depending on the child and the situation, using 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 Howletch, 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.

If a child is not responding to these strategies, there are clear, consistent consequences chosen by the adult dealing with the specific incident. These are designed to hold the child accountable to our high expectations at Howletch. Pupils are reminded that after every incident it is a 'fresh start' and they are coached and encouraged in how to put things right and respond differently the next time. Consequences always encourage the child to reflect on their behaviours and, through a restorative style, 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, a TEAM TEACH intervention may be used to ensure the safety of all. 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. We believe in building strong relationships and using restorative approaches to guide children through their learning experiences.

Every Adult Will:

- Meet and greet
- Promote positive behaviour and respect
- Praise in public and remind in private
- Model our school values
- Listen

How we recognise children:

- Whole Class Rewards
- House Points
- Certificates
- Stickers
- Phone calls home
- Notes home
- Verbal praise
- SLT praise
- Sharing high quality work
- Head Teacher awards

Classroom Plan:

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

Our Ethos:

- Be Ready
- Be Respectful
- Be Safe



*Be Ready,
Be Respectful,
Be Safe*

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.'

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

Promote Relentless Routines:

- Fantastic Walking
- Legendary Lines
- Eyes on me
- Active Listening

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?

Behaviour	Action
Level 1 <ul style="list-style-type: none"> Talking, distracting others. Slow to complete work. Arguing with peers, shouting out 	Non-Verbal A look, standing near the child. Verbal Positive praise of children nearby, reminder of class rules.
Level 2 <ul style="list-style-type: none"> Continual talking. Refusal to follow instructions. 	Verbal Warning of time out within the classroom.
Level 3 <ul style="list-style-type: none"> Rudeness to staff Throwing small equipment. Disruption to learning 	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
Level 4 <ul style="list-style-type: none"> Swearing directly at an adult Refusal to come in from playtime/lunchtime. Leaving the classroom <p>Phase leaders to track the number of time outs a child has each half term.</p>	Sent to phase leaders or alternative phase leaders. ‘Name’ you need to go to time out with phase leader for action . Then you need to (Desired behaviour). If you continue to do action then you will... 2 or more Level 4 incidents in a week result in Level 5 sanctions being implemented. After the second time out the phase leader will call parents.
Level 5 <ul style="list-style-type: none"> Continuation of level 2- 3 offences. 2 or more Level 4 incidents with a week. Deliberate violence towards a child in the classroom. Racist incidents Upturning furniture. 	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/or phone call home Meeting with parents/ carers A behaviour record of the child will be made. Repeated Level 5 Lunchtime and playtimes in isolation with SLT
Level 6 <ul style="list-style-type: none"> Physical violence towards pupils and/or staff Leaving the school grounds Climbing on school property 	Sent to the Head teacher/Deputy Head teacher The head will then decide possible sanction: Internal suspension Lunchtime suspension Letter and/or phone call home Meeting with parents/ carers Fixed term suspension

Appendix 3

30 Second Script	Restorative Questions
<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?