Behaviour Policy

"Be Ready, Be Respectful, Be Safe"

At Hester's Way Primary School, we are committed to creating a respectful, safe environment, where everyone is ready for and has a positive attitude towards learning. Captain Positive is our behaviour superhero who shares our behaviour expectations to **"Be Ready, Be Respectful and Be Safe"**! Everyone should be encouraged to and accept responsibility for their own behaviour and choices.

This policy has been agreed with stakeholders, in line with the Governing Board's Behaviour Principles, Gloucestershire County Council (GCC) Exclusion and Safeguarding Policies.

As part of our school vision **"Aspire Believe, Care, Achieve"** the pupil's need to learn how to behave well, be good citizens and learn about rules and laws for when they reach adulthood. This policy has links to Personal, Social, Citizenship, Health and Emotional Development (PSCHE), Spiritual, Moral, Social and Cultural Development (SMSC), British Modern Values (BMV) Curriculum and Behaviour for Learning.

We aim to:

- Work together to ensure that everyone feels respected, happy and safe; everyone is treated equally and fairly
- Mutually respectful relationships are built and promote positive self-esteem
- Provide a safe and caring learning environment, which provides a broad and balanced curriculum which is exciting, challenging and personalised
- 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
- Stakeholder voice informs change where needed

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children so that:

- Behaviour expectations are taught and learnt through the curriculum and positive intervention
- Adults act as role models to demonstrate positive behaviours
- Behaviour is the responsibility of ALL staff to ensure children adhere to these expectations at all times with a high priority to class teams to promote their pupil's behaviour as "the best"
- Uphold our high expectations of basic manners
- Foster the belief that there are no 'bad or naughty' children, just 'wrong/negative choices'
- Encourage children to recognise that they can and should make 'good/positive' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline

Class Behaviour Charters

Teaching Staff Teams agree a Class Behaviour Charter that all children and teaching staff sign at the start of the academic year. This will set out what it means to **"Be Ready, Be Respectful, Be Safe".** Then teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a behaviour chart, celebrations and sanctions. The children should be reminded of these regularly and be able to say and explain the expectations of **"Be Ready, Be Respectful, Be Safe".**

Pupil Responsibilities: We encourage children to have "jobs", important roles and responsibilities including: Taking the register to office with TA; Librarians; Lunchtime Supervisors; Play Leaders; Forest School Leaders; School Council Representatives, House Captains.

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition "Celebrations"
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to/from the playground at the end of every day; transitions around the school 5. Praising in public, Reminding in private 6. Consistent language	1. Recognition boards 2. Verbal praise 3. House points – B4L 4. Phone call/text home with Captain Positive sticker 5. Notes home 6. Share work with others 7. SLT praise 8. HT certificates 9. Certificates – assembly 10. Whole school marbles in jar 11. Class Celebrations

Non- negotiable behaviour expectations at HWPS

"Be Ready, Be Respectful, Be Safe"			
Moving around school / Assembly	**In the classroom**	**Wet play**	**Outdoor play**
Walk in and around school, quietly Alphabetical pupil line order Adults lead at start/end of the line, stopping regularly to insist on positive transitions Pupils to hold the door for their peers, staff or visitors Quite Voices; Adults will wait for quiet Assembly: Pupils and staff should enter and sit in the hall silently	Teacher must not attempt to teach over children's voices; Wait for quiet; Share expectations when needed Children remain in class for teaching and learning session, unless permitted to leave Safety and respect regarded for all property and equipment, especially chairs Children may get a drink or use the toilet only when the teacher is not teaching; one at a time Respect all people Carpet spaces for Talking Trios – mixed ability and split BESD where necessary Quiet "Learning" Voices; Children know and understand helpful/unhelpful talk **Sports:** Long hair to be tied up, only stud earrings (preferably taken out for PE day), older children put tape on their ears, all other jewellery removed, no nail varnish	Children always supervised by a member of staff – TA or class teacher Break kept within normal times to reduce disruption Children to be occupied with milk or water bottle and snack, reading, wet play activities Children to be sent to the toilet a few at a time before lessons resume In case of medical emergency send child to team classroom for another adult with a medical card or phone the office for support	At least two/three staff members on duty; Arrange replacement if on a trip; Classes cover absences of colleagues; Stay until duty teaching staff arrive Duty adult decides if play structure is too wet; No children should hang upside down or climb on the top Staff position themselves around the play area; One adult to monitor key stage 2 football No children to be left inside/outside unsupervised First aid kit taken outside; Inhalers/ Epi-pen to be with children who need them urgently as per class list Class to always be supervised on the way out to play – particularly year 5 and 6 coming downstairs Pupils ask permission to re-enter building for toilet etc. If children need to stay in for any reason, they will be supervised Teaching staff must collect the children promptly at the end of play and lunch Bell to be rung on time according to the timetable; Children walk to their door to enter school rather than line up MDS hand over to teaching staff about any playground issues that they have dealt with Pupils sit on the bench/stand by wall outside if they have not behaved well and need to reflect about what they have done

Members of staff who manage behaviour well:

- ✓ Deliberately and persistently catch children doing the right thing and praise them in front of others (Be mindful of those lacking self-esteem who may not like public praise!)
- ✓ 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

Children want teachers to:

- ✓ Give them a 'fresh start' every lesson
- ✓ Help them learn and feel confident
- ✓ Be just and fair
- ✓ Have a sense of humour

Gold	If pupils are being excellently behaved and trying their best to follow our school expectations, their names are moved up the chart to Gold during the day. If pupils are on Gold at the end of the school day, they receive a special Captain Positive sticker. Parents/Carers receive a text message to say their child has ended the day on GOLD. There is no limit and children can be on Gold every day!
Silver	
Blue	
White	All pupil's start on white at the beginning of everyday. Staff have the discretion to decide who moves the names up and down the chart due to the pace of the lesson and the independence of the child or class.

Behaviour Recognition Chart - **"Be Ready, Be Respectful, Be Safe"**

BEHAVIOUR PATHWAY

Reminder
Warning

Time Out
Follow up/Reparative Conversation
Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Ask for PST then SLT
Parents phoned
Parents called to school
Seclusion/Internal Exclusion
Exclusion

Ending on Gold but some negative behaviours in the school day

If a child has gone up the Behaviour Chart for a specific behaviour they should not be moved down because they have then not behaved. It should be explained to the Parent/Carer that the child had shown some positive behaviours and moved to Gold (for example), however since or after that time they have displayed negative behaviour for which there has been a sanction.

We want our Parent/Carers to know and understand that we will celebrate positive behaviour and not take this away from the child but follow the Behaviour Pathway to address the negative behaviours.

Behaviour Sanctions and Agreed Adult Language - **"Be Ready, Be Respectful, Be Safe"**

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/have time out/finish your work at break) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation. Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	I noticed you chose to ..... (noticed behaviour) You need to.....(Go to another table/have time out/finish your work at break etc) Playground: You need to .....(Stand by other staff member/Me /Sit on the picnic bench/Stand by the wall etc) I will speak to you in two minutes. Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to another adult in front of the child*
4. FOLLOW UP – REPAIR & RESTORE (After timeout or during sanction time at break /lunch)	5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? 10. How can we do things differently?
***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Sanctions:

Sanctions *should:*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Following or during a sanction the child should be taught reflect on their behaviour and learn how to address this and change their future behaviour
5. Staff expect to see a change in the child's behaviour and will immediately seek to praise positive behaviours seen; an apology will not be expected but may come at the time or later when the child recognises the impact of their behaviour

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect or do not what to see
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged when serious and of note for the staff to share with others. It is important that what has been actioned as a consequence is recorded too.

Extreme Behaviours

Some children exhibit particular behaviours based on SEND, early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child and may call upon they to distract and defuse an escalation in behaviour.
These children will have bespoke 'Behaviour Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, the class may need to be taken elsewhere and PST and then SLT should be called. PST or SLT will then deal with the incident.

Government Aims

The Department for Education stated in July 2011 that:
The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- *all pupils to show respect and courtesy towards teachers and other staff and towards each other;*
- *parents to encourage their children to show respect and support the school's authority to discipline its pupils;*
- *head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;*
- *governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation;*
- *that every teacher will be good at managing and improving children's behaviour.*

Ensuring Good Behaviour in Schools DfE-00059-2011

Who is Responsible?

The Governing Body is responsible for the main principles of the policy. Hester's Way Primary School Behaviour Policy should be published annually for staff, parents and children, by the Head Teacher, who is also responsible for developing the policy. The Head Teacher is responsible for excluding pupils for a fixed term period or permanently. Governors will be informed of exclusions at the Governors Meeting, without details being given, in case of any appeals. The Chair of Governors is notified of exclusions. Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who don't follow the behaviour expectations or who fail to follow a reasonable instruction, according to the school' s behaviour policy. Parents are responsible for supporting the school's behaviour policy and will follow the Home/School Agreement, containing the school/class rules and their responsibilities.

Who deals with unacceptable behaviour?

The adult responsible should deal with the inappropriate behaviour at the time. If they feel they are unable to do this, they should contact a colleague e.g. Teacher or TA, member of staff with positive relationship with the child. If the child is becoming very upset with the responsible adult, consider using another adult to calm the child down, use near-by class teams. This can be effective as the 2nd adult has not been part of the conflict and will provide the child with a fresh face that has not been part of the incident. If the behaviour is at a higher level, PST should be asked for support then SLT. If unsure, supporting adults should speak to the class teacher regarding even minor incidents.

Risk Assessments:

Certain children who exhibit more challenging behaviour will require a risk assessment to be done. This should be completed by the class teacher and a copy given to SENDCO and any other adults who need to know. Teachers, Parents/Carers will need to sign this form, acknowledging the steps to prevent or distract, following a confidential meeting where the RA is explained to parents/carers.

Bullying:

We take this issue very seriously in our school; therefore, we have established a separate set of guidelines/policy for Anti-Bullying and Hate which form part of this overall set of guidelines. PSCHE curriculum and whole school assemblies tackle these subject areas including Cyber-bullying. We have positive links with our PCSOs/PC who come into school to teach the children and relate this to how they should follow rules and the law in adulthood.

Racial Abuse:

The school will take any form of racial abuse as a very serious incident and it will be dealt with accordingly. If a serious level of racial abuse is overheard by an adult, the child will be spoken to about the use of language and may be excluded depending on their age, understanding and intention of the language.

Safeguarding:

We will be aware of pupil behaviour and the impact this may have on children who are on Child Protection Plans with regards to sanctions and the possible outcomes of such sanctions outlined in this document. Behaviours will be shared with other professionals where there are safeguarding issues and concerns. This policy will be used in conjunction with other Safeguarding Policies.

Positive Handling and Physical Restraint:

Physical restraint should only be used as a very last resort in circumstances where a child, children or adult are in danger from harm. At this level, contact HT or SLT.

Use of Reasonable Force:
According to the Government: *All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.* DfE-00059-2011

However, at Hester's Way Primary School, the above should only take place in extreme circumstances. The Head Teacher, a member of the Senior Leadership Team or another member of teaching staff must be contacted to remove children from a situation, when they are threatening danger to themselves or others. However, if it is deemed necessary to keep other children and adults safe then the child should be removed. Alternatively, the class may need to leave the room to remain safe.

Use of Dangerous Substances and Materials:

It is totally unacceptable for any of these substances or materials to be used or brought into school (this list is not exhaustive):

- ✓ knives
- ✓ cigarettes
- ✓ any form of illegal drugs
- ✓ fireworks
- ✓ any form of weapon
- ✓ matches

If a pupil is found to have or used any of these materials, the Head teacher will follow the Local Authority guidance and we will take this very seriously. We may also contact the Police (PCSO/PC) to talk to the child and their parent/carer.

Additional Support and Exclusions

Where necessary the Teaching Staff and SLT will:

- Follow the SEND policy and procedures
- Follow Safeguarding policy and procedures
- Use Internal Exclusion to seclude as a sanction
- Provide Pupil Support Plan (PSP) to plan for positive behaviour outcomes and provide a Team Around the Child
- Intervention by the Pupil Referral Service
- Consider a managed move to another school
- Exclusion (Temporary 1 – 45 days or permanent)

The Head Teacher will notify the Chair of Governors of exclusions in school. Following receipt of a concern of repetitive and consistent behaviour concerns a Behaviour Plan and SENDCO involvement will take place. N.B. An immediate exclusion may be given by the Head teacher for verbal, physical or mental abuse which the Head teacher believes is excessive. At this point the Head Teacher will follow the government's current Exclusion Guidance, a copy of which can be obtained from the internet by googling 'Exclusion Guidance 2015' or using the GCC Exclusions Policy. Parents/Carers may also discuss any exclusion concerns with the school's Area Education Officer, who is employed by the Local Authority and can be contacted on 01452 425000.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the Police will always be informed.

Staff and Governor Roles and Responsibilities

The Teaching, Head Teacher Standards and Governor Handbook, as well as job descriptions, lay out the fundamental roles and responsibilities of the school personnel.

All Staff must:

- Develop positive working relationships with all pupils, parents and colleagues, in class and across the school
- Take time to welcome children at the start of the day
- Teaching Staff – to be at the door of their rooms at the start of each session
- Regularly celebrate children whose efforts go above and beyond expectations
- Use positive praise, phone calls/texts/notes home and certificates/stickers
- Always identify and follow up on children who are failing to meet expectations
- Seek advice from colleagues where needed (Previous teacher, Key Stage colleagues, SENDCo, PST
- Always redirect children by referring them to 'Be Ready, Be Respectful and Be Safe'
- Teaching Staff - use behaviour records to target teaching and assess for intervention (E.g. specific for individual child, PSCHE, SEND process – indicators, My Plan, My Plan+, EHCP, as well as BP etc); Teachers plan and TAs to be part of the intervention
- Understand that there are reasons why children behave in certain ways, including Adverse Childhood Experiences (ACEs), children develop at different stages/times and ARE learning to socialise and meet behaviour expectations
- Understand that for some children following our behaviour expectations are beyond their developmental level. In this case, they will provide clear, personalized Behaviour Plans (BP) for those children with more challenging behaviour with specific SEND. These will be shared with other staff.
- Inform the SENDCo/PST of any reoccurring challenging behaviours, producing a Behaviour Plan; then inform HT if no improvement with intervention.
- Follow the Staff Code of Conduct and other related policies and expectations.

Class Teachers must:

- Ensure that Parents/Carers are informed of unwanted behaviours on the day it occurs, or as soon as possible

- If there is a repeated pattern of behaviours teachers make appointments to meet with the Parent/Carer, away from the child, to discuss and agree strategies and set a review date
- Teachers will make a note of the meeting and agreed outcomes
- Improvements in behaviour will always be celebrated
- The teacher will use the SEND process to assess the behaviours against the EASI Pack and SEND descriptors
- If the behaviours continue, the teacher informs the SENDCO to observe the child and suggest strategies, this will form the Behaviour Plan; BP should be shared with colleagues
- The teacher will review the Behaviour Plan and inform the SENDCo and HT if it is not having a positive effect
- Teachers teach pupils how to become positive citizens through the PSCHE, SMSC and BMV curriculum.

SENDCO:

- An initial point of reference for any member of staff who has concerns about the behaviour of a child in their class
- To observe pupils, provide advice and support for the teacher and PST with strategies to address the inappropriate behaviour: 'Behaviour Plans'
- To train/support the teacher through the SEND process, depending on their teaching experience or time with the school
- Train/Support a teacher to write a risk assessment for a child
- To monitor and advise the teacher on how best to write My Plan targets focused on the behaviour
- To review these targets with the teacher and possibly the parents
- To organise PSP meetings if required
- Arrange for external agencies to assess, advise and support a child with SEND
- If required, discuss concerns with parents
- To ensure that the SEND process is applied for pupils to receive the support they need to learn

Pastoral Support Team

- An initial point of reference, along with the SENDCo, for any member of staff who has concerns about the behaviour of a child in their class
- To observe pupils, provide advice and support for the teacher and PST with strategies to address the inappropriate behaviour: 'Behaviour Plans'; Follow agreed Behaviour Plan
- Support colleagues at the stage where teaching staff need to speak to a child or the child needs to leave the classroom to calm down and have a reparative conversation
- Inform the SENDCO/HT of any repetitive behaviours and requests for support
- Direct teaching linked to behaviour; intervention linked to family needs including arranging courses for invited parents/carers
- Awareness of individual pupil's behaviour needs, barriers and links to safeguarding
- Arrange for external agencies to advise and support a family regarding their child with SEND
- Discuss concerns with Parents/Carers
- To ensure that the SEND process is applied for pupils to receive the support they need to learn

Head teacher and Senior Leadership Team must:

- Agree and share a clear policy and strategy
- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Listen to and understand stakeholder voice
- Use behaviour records and stakeholder voice to target and evaluate curriculum needs and interventions
- Support teachers in managing children with more complex or challenging behaviours
- Deal with extreme behaviours, exclusions and communicating with their parents
- Monitor and evaluate the Behaviour Policy and practice

The Role of Parents/Carers:

- The Parent/Carer should inform the class teacher of any concerns that they may have about their child's behaviour; The Teacher will inform the SENDCo/PST to work together to assess the pupil; Outcomes of this will be discussed with the Parent/Carer
- The school will work collaboratively with Parents/Carers. They will be informed when their child is causing concerns about their behaviour but they will also be informed when the child is doing well and showing a marked improvement
- We expect the Parents/Carers to support the child's learning, we will make it very clear to parents if the child's learning is being affected by negative behaviour. Parents/Carers should be informed at an early stage if we have concerns, it should not be left to parent's evening or final reports
- School recognises that Parents/Carers are the first educators of their child and are role-models for their child
- All Parents/Carers show positive behaviours in and around school
- Parent/Carer roles are crucial in listening to the child, identifying issues, talking to the child and sharing any expectations or agreements and communicating on behalf of the child with the school
- All Parent/Carers encourage their child to learn and participate in school life, as they want them to learn and do well in life
- Parents/carers need inform school and visa versa if home circumstances may be affecting the child's behaviour

The Role of the Governors:

- The Safeguarding Governor may be used to seek advice about matters within the school relating to behaviour, in an anonymised manner
- Governors must be informed on the number of exclusions each term and make the final decision on a permanent exclusion; Chair of Governors informed with Local Authority of an exclusion
- The Governors will support and challenge the Head Teacher and school practise, through the reporting of Behaviour in the Head Teacher's Report and Stakeholder feedback

This policy will be used in conjunction with these policies:
Acceptable User
Allegations Management
Anti-Bullying and Hate Policy
Attendance
Complaints
Child Protection/Safeguarding Policy
Early Help Offer
E-Safety Policy
First Aid and Medication
Health and Safety
Keeping Children Safe in Education – Part 1 (most up to date version)
Lettings/Hirers agreement
Offsite Visits
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Keep Children Safe

This policy was revised in September 2019, following reading and acknowledging guidance from Paul Dix's book "When the Adults Change, Everything Changes".
It will be reviewed in January 2020, by staff, then ratified again by Governors in September 2020.

Ratified by the Governors: _____ Date: _____