



BEHAVIOUR MANAGEMENT POLICY

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Chair of FGB: Sarah Dugdale

Revision Record

Revision No.	Date issued	Prepared By	Approved By	Comments
1	18.07.18	MG	FGB	New policy put in place

RATIONALE

At Haylands our behaviour policy is based on every child's right to learn and every teacher's right to teach.

We encourage children to show, through their actions, that they know what constitutes appropriate behaviour, that they understand what is expected of them and that they respond appropriately. We believe that good habits in behaviour start early and that this is a partnership between home and school. We also believe that by intervening early in incidences of poor behaviour and reinforcing positive behaviour, we will develop clear high standards and expectations for the school and beyond. Our school values of CARE, RESPECT and COOPERATION underpin all our behaviour expectations.

At Haylands we want learners who show:

Care: demonstrate empathy, kindness, compassion and support (**Caring Thinking**)

Respect: take responsibility for themselves and others, making good choices, thinking about the needs of others (**Caring Thinking**)

Co-operation: collaborate and communicated positively, effective team work (**Collaborative thinking**)

We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel included and valued within the school. At Haylands Primary School we have a duty to teach and model our values, attitudes and skills which foster mutual respect and caring in our children.

Expectations at Haylands Primary School (Pupil Expectations)

We expect all our pupils to be able to:

- **Follow our values**, both in school and in their journeys to and from school.
- Show care, respect and consideration.
- Follow what they are asked to do by the adults, first time.
- Remember that when addressed by an adult, they stop, look at the person, listen and answer using the person's name where possible.
- Move quietly and sensibly around the school, not running inside the building.
- Be silent in the hall before the start of assembly and when walking out.
- Allow others to speak without interruption.
- Take care of their own and school property and value other people's belongings.
- Be on time for a teaching session.
- Display good table manners at lunchtime.
- Use only appropriate language.
- Follow ICT guidelines.
- Engage in appropriate caring play during break times.

Adult expectations

In return the children should expect that **adults** in school will:

- Model our school values on a daily basis.

- Show care, consideration and empathy.
- Use positive reinforcement and look to build self-esteem and promote growth mindsets
- Show a commitment to inclusion and understand the range of additional needs that may impact on behaviour.
- Pre-empt potential behaviour issues before they arise.
- Be proactive on playground duty and throughout the school.
- Listen when children speak to them.
- Give children an opportunity of explaining their actions.
- Be punctual for lessons and duties.
- Lead children into the classroom, around the school and into assembly.
- Ensure work is well matched to children's level of attainment and need.
- Address children by name.
- Regularly discuss and set high expectations for behaviour.
- Deal quickly with low level disruption.
- Regularly discuss behaviour with parents.

We consider that behaviour is unacceptable when:

- Teachers, learning support assistants and lunchtime staff are prevented from carrying out their duties because of a child's behaviour.
- Children are prevented from normal working practices.
- Children are rude and use unacceptable language.
- Children show verbal and physical aggression.

We operate on the language of 'choice' and a child's 'right to learn'.

Noise Levels

Noise levels should be appropriate to the situation. However, the general working level of noise will always be carefully monitored to ensure that learning is at its most effective and that others are not unduly disturbed. Staff will make a clear distinction between when it is acceptable to be talking and when it is imperative to be silent or actively listening. Class teachers should keep a constant eye on behaviour/noise levels of their class in assemblies and act accordingly.

Quality of Work

Children who in the view of the teacher have not completed a piece of work in school to the expected standard, with reference to the individual child's attainment, will either have to complete the work again or complete the task at play or lunchtimes while under supervision. Those children who find it difficult to complete homework will be supported during homework club after school.

Break and Lunchtime

Away from the more rigid structure of the classroom we still need to embed high expectations of behaviour, at break times. Staff on duty must scan the playground and deal quickly and effectively with any emerging behaviour issues. They will pre-empt issues by observing specific children who have demonstrated behaviour issues in the past. Staff will also encourage positive and cooperative play and will inform class teachers if poor behaviour persists. In the event of a serious incident or violent behaviour the teacher on duty will contact a member of the SLT. If a child's behaviour is unacceptable during morning or lunch play, then playtimes may be removed for a period of time. A senior leader will be on duty each lunchtime for KS2, members of staff on duty can refer any issues to this senior leader.

Communication with home

In the first instance it is the responsibility of the class teacher to maintain contact with parents/carers regarding their child's behaviour. Teachers will keep a log of conversations with parents. The class teacher will contact the parent if a class referral has been made. (see referral system).

Behaviour outside of School

We will monitor and communicate with parents/carers if behaviour outside of school is brought to our attention. Our expectation is for children to uphold our school values outside school.

Off Site Trips

With respect to H&S and risk assessment on external school trips, all avenues should be explored to enable a pupil to access the curricular benefits of a trip. A parent may be asked to support the school by attending with their child, particularly whilst out in public. If during the visit, risks are felt to be too great a call will be made to the headteacher/deputy and the pupil will either be brought back to school or collected from the trip site.

Celebration Assembly

Children's achievements in relation to our hand in hand values will be recognised in the celebration assembly. Children may bring in certificates and awards received outside of school (e.g. swimming certificates) to show in assembly.

Levels of Positive Recognition/Sanctions at Haylands Primary School

The following shows the hierarchical system we have in place for positive recognition and sanctions regarding behaviour and attitude in school:

Stage	Positive Recognition	Sanctions	Staff Responsible
1	<p>Verbal praise (genuine praise – specific to the child and situation)</p> <ul style="list-style-type: none"> ☑ Values stamps leading to values certificate and badge for either - Respect Care or co-operation ☑ Increase in responsibilities e.g. school council, sport teams (link increase of trust to increase in privileges) ☑ Class teachers using a wide range of class-based systems in order to show recognition for good behaviour such as Golden time in KS1 and use of class Dojo http://www.classdojo.com/en-gb/ 	<ul style="list-style-type: none"> ☑ First verbal reminder (use ‘thank you’ rather than ‘please’ to imply expectation of compliance). This may include a visual clue for some pupils. ☑ Second verbal warning ☑ Seating change (remove from possible stimuli/cause of wrong choice) ☑ Time out (thinking time) away from activity yet still within the room sitting away from other children. ☑ Time off Golden Time (in KS1) ☑ Use of class Dojo to communicate with parents. 	All teachers
2	<ul style="list-style-type: none"> ☑ Celebration Assemblies – Gold Awards given for exceptional effort with our values ☑ Value awards 	<ul style="list-style-type: none"> ☑ Child referred to another class (see referral system) ☑ Detention at break/lunch play time 	Class teachers - referral teachers Headteacher Deputy HT Assistant HT
3		☑ Internal exclusion	Headteacher Deputy HT Assistant HT
4		☑ Fixed Term Exclusion	Headteacher Deputy HT Assistant HT
5		☑ Permanent Exclusion	Headteacher

Extreme Behaviour

The above stages are sequential, however, there may be incidents where this process is bypassed e.g. violent attack on another child or member of staff. An exclusion may be immediately considered.

Other Ways of Supporting Behaviour Management

As a school we will support positive behaviour management through the following activities:

- Clear and consistent positive models of behaviour from all staff including teachers, teaching assistants, midday supervisors, office staff, students and all voluntary workers. We believe that modelling the type of behaviour and attitude that we wish our children to have will allow us to have the very highest expectations that it will be reciprocated.

- We will take our time in the beginning of each new year or term to insist on our behavioural expectations and practice routines with the children.
- Where pupils are experiencing persistent difficulties in managing their behaviour then the school may draw up an Individual Behaviour Plan (IBP) or explore help from external agencies e.g. Behaviour Support Team.
- A risk assessment may be completed for pupils who pose a risk in school and will be shared with parents and additional services.
- Strong partnerships with parents to establish positive behaviour management, with parents clearly and consistently involved in both praise and sanction activities whenever possible.
- Whole school involvement in circle time/SEAL activities on a weekly basis where behaviour and expectations are a regular feature.
- PHSE and Citizenship and PDL lessons will support expectations in school and the wider society in general.
- Use of internal/external training provision to constantly update date all staff skills and knowledge.
- A School Council to ensure children have an opportunity to help strategically plan for good behaviour
- The use of positive pupil role models in all year groups.
- A wide variety of playtime and lunchtime activities to ensure children are engaged in positive behaviour during their free time.
- A clear anti-bullying policy in place to ensure the safety and happiness of all children.

Using the Feelings, Thoughts and Behaviour model (All behaviour is communication)

Wherever possible, early intervention for unwanted behaviours should always be used. This model supports the psychology of 'why' pupils behave in certain ways. By breaking down the difficulties, pupils begin to take charge of their own behavioural choices. Understanding that emotions and thoughts are drivers for our behaviours (what we say and do) helps to make changes.

The Treasure Chest

The Treasure Chest is a provision in school for pupils who have difficulties managing their behaviour or their emotions/feelings. Behaviours may be acting outwards but equally can be self-destructive/inward/withdrawn. It is managed by a fully trained Nurture Group leader who school staff who are highly skilled, together with a support assistant. We strongly believe that developmental factors can influence learning and that all behaviour is communication. We will undertake assessments to determine areas of difficulty with target areas to develop. Parents work closely with the team (this is crucial) and is needs-led in many cases. Placement is through referral by Class Teacher, Head Teacher, SENCo/Inclusion leader, CAMHS (Child and Adolescent Mental Health service) or Social Services. Parents are always consulted, and difficulties will usually be apparent prior to referral. Sometimes placement may be through an emergency such as bereavement but always with parental knowledge. Support to pupils outside of Treasure Chest is also available, through one-off sessions or in-class observations, as well as parenting/behaviour advice for parents.

The Treasure Chest team encourage any member of staff to approach them regarding a pupil of concern or if they have questions about the provision that the Treasure Chest offers.

SEND

At Haylands we acknowledge that children with SEND may have requirements that need individual behavioural responses. Haylands are committed to ensuring equal opportunities for all children and consider behavioural difficulties as a form of SEND. Children with behavioural difficulties are discussed by the class

teacher/Deputy Headteacher/SENCO and Head Teacher and individual plans are made to meet individual needs in accordance with the SEND code of practice.

Behaviour targets within an Individual Education Plan or an Individual Behaviour Management Plan (depending on the step within the Code of Practice) etc. are drawn up. Targets are set, and strategies discussed to ensure targets are achieved. These are reviewed weekly or half termly as needed. Parents/carers are fully involved, as laid down in the Code of Practice. Targets and strategies are shared with the whole staff so there is a consistent, positive approach.

Behaviour is discussed with parents daily or weekly as appropriate. If a child fails to make significant progress towards meeting his/her targets the Education Psychologist or other agencies will be involved with the parent's agreement. This will be discussed and arranged by the Deputy Headteacher/SENCO or Headteacher [as appropriate]

Challenging Behaviour

There are times when all members of staff meet challenging behaviour in the classroom even when expectations have been made clear and children are aware of the consequences. It is important that all staff remain calm and do not provoke the situation. All teachers have a range of skills they can use to deal with these situations but will generally follow:

- Avoid making the behaviour the centre of classroom attention and possibly provoking secondary behaviours.
- Speak to the child quietly but firmly to remind them of expectations.
- Ask the child to move or lead them to one side to calm down and use calming strategies provided (e.g. 5 Point Scale).
- Call for another member of teaching or non-teaching staff to assist if needed (note: a member of SLT should always be available using red cards)
- Class teacher with SLT support may need to remove the class from the situation pupils or staff.

Physical Restraint

Children should only be restrained if they are in danger of hurting themselves, hurting others or seriously damaging school property. Key staff are trained in using recognised techniques described in the Physical Restraint policy. Wherever possible, children should only be restrained when another adult is present and following school policy and procedure.

Serious incidents will be dealt with immediately by a senior member of staff.

Incidents will be recorded on CPOMS [online management system]. This will be rigorous monitoring of incidents and will allow senior staff to see patterns and play proactively.

The parents will be contacted.

In other cases, the class teacher will report to parents at the end of the day. Improvements will also be reported.

Children whose behaviour often causes difficulties, will be discussed promptly with the SENCO/DHT and Headteacher. A behaviour plan will be put in place and parents involved to develop a child's self-esteem and encourage their emotional growth.

Very serious violent behaviour or a pattern of violent behaviour may result in exclusion from school. This is always a 'last resort'. The school will follow the LA guidance on exclusion, a plan of action/discussion with

outside agencies will take place to try to prevent exclusion from taking place. In the event of an exclusion a post exclusion meeting will take place and a reintegration plan will be drawn up, the content of this will depend on an individual need.

GUIDANCE FOR EXPECTED BEHAVIOUR DURING THE SCHOOL DAY

Before School

- The children are encouraged to arrive by 8.45am and in class for register at 8.55am.

On the stairs

- For safety reasons, when children go up or down the stairs the following procedures must be adhered to:
 - Children walk up and down the stairs in single file.
 - They keep to the left.
 - They use one step at a time.

For Assemblies

- The children come into the hall quietly. They sit quietly listening to music until assembly begins.

At Playtimes

- If a dispute occurs between children, the adult talks quietly to the children involved and helps the children to solve the problem by suggesting strategies that can be used. The adult also ensures the children involved are happy with and understand the solution.

Recording behaviour incidents

Class teachers and or TA's will record any significant behaviour issues on the Pupil Incident log form/CPOMS/SIMS.

Monitoring, Evaluation and Review of this Policy

The Governing Body has placed the Behaviour Policy in the cycle of evaluation and review. However, because of its fundamental importance in supporting our drive for ever higher standards, the policy will be reviewed annually and will be brought to the attention of all parents at the beginning of each new school year.

For children to learn acceptable behaviour and meet expectations it is important that we work in partnership with parents and carers.

This policy will be reviewed regularly for its effectiveness by asking the following questions

- Does this policy have clear objectives and do these objectives meet the needs of the pupils?
- How are staff, pupils and parents made aware of the policy and its procedures?
- What is the evidence of its implementation? How is this policy being monitored within the school and who is responsible?
- What works well and what needs improvement – where is the evidence and how do we know?
- What are the outcomes and how does this make things better for our pupils?

Appendix 1

Haylands Behaviour Management System - Referral Classes

Referral Classes

Each class in the school is joined to a referral teacher/class. This system is only to be used when the class teacher has used a range of behaviour management strategies with an individual pupil, including arrangements in class for a child to sit in an area by themselves. When all strategies and systems in the class appear to be failing and the behaviour of a child is at the point where it is preventing either the teacher from teaching or other children from learning, then the referral system will take effect.

Staff to follow the set procedure –

- The teacher will remind the child of the referral system and the detention and contact with parents that will follow if this behaviour is to continue.
- The teacher will give a referral warning- Using the term “Referral Warning” and will get out a referral reflection sheet in preparation. (this provides another opportunity for the child to change the behaviour and make the correct choices)
- However, if the behaviour continues, preventing the teacher from teaching or the other children learning then a referral is made.
- The class teacher will write a very brief note on the referral sheet. “Continually calling out refusing to stop” 9/3/2017
- The child will then go to the referral teacher with their “referral reflection sheet” and will write about their behaviour and about the choices they could have made. (see referral sheet)
- The teacher will send the child to the referral class with a teaching assistant.

Action for the referral teacher

Children may be sent to the referral teacher during the school day, during class time. They will come with their reflection sheet. The teacher may not be able to speak to the child as soon as they enter the room, they will sit in the class room and complete the reflection sheet. The referral teacher may decide to talk to the child at an appropriate moment and after 5-10 minutes will make a judgement on the readiness of the child to return to class.

The teacher who initially gave the referral will inform the Assistant Heads/Headteacher /Deputy/ of the referral. The teacher who gave the referral will bring the child for a lunchtime detention with the signed reflection sheet. The teacher will explain the behaviour that took place before leaving the child with the senior leader.

The teacher who gave the referral will contact parents by phone before the end of the day to discuss the behaviour. The class teacher will record the referral on SIMS. Parents may also be invited in to meet with the class teacher.

Advantages of the referral system

- Children are not left in the corridor or outside the classroom, unsupervised where further behaviour incidents then take place.
- A child leaves the room before a situation can further escalate allowing the teacher and children to continue learning.
- The child has a second adult who is aware of the behaviour and can offer support. A second adult to build a relationship and offer opportunities to build self-esteem.
- The referral sheet has the date and brief outline of the incident; therefore, a record of behaviour incidents is available to discuss with the child, parents and other agencies.
- The record could also support ABC work in trying to understand more about the underlining behaviour and needs of the child.
- Teachers may use the referral teacher as a means to raise self-esteem of individuals.
E.g. send children to referral class to show a good piece of work.

Class Teacher 2018/2019	Support/Referral Teacher
Nicky Lacey	Shelley Kent
Shelley Kent	Nicky Lacey
Judith Bowbrick	Emma Platts/Julie Leftley
Emma Platts/Julie Leftley	Judith Bowbrick
Laura Lawrence	Fiona Bawcombe
Fiona Bawcombe	Laura Lawrence
Mel Cates/Kirsty Pope	Angela Collins
Angela Collins	Mel Cates/Kirsty Pope
Kathy Ball	Jess Parsons
Jess Parsons	Kathy Ball
Sara Shepherd	Kelly Diamond
Kelly Diamond	Sara Shepherd
Jo Clarke	Vikki Rose
Vikki Rose	Jo Clarke

If a child's behaviour continues to be disruptive whilst with the referral teacher, then the referral line below comes into effect. This way we build in opportunities for a child to make the right choices in changing the original behaviour.

There may be times when an acceleration along the line would be needed such as violent behaviour.

Referral line

Class teacher - referral teacher - Deputy - Head